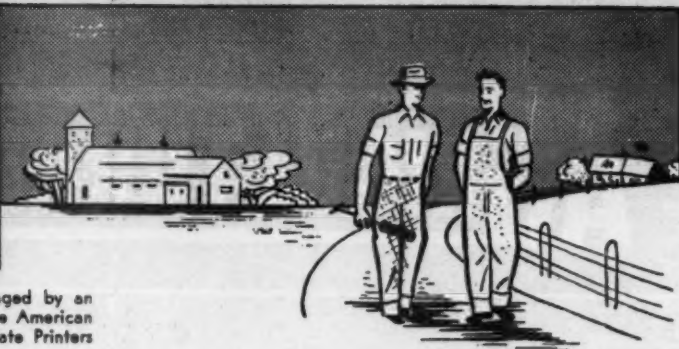


The **AGRICULTURAL EDUCATION** *Magazine*



The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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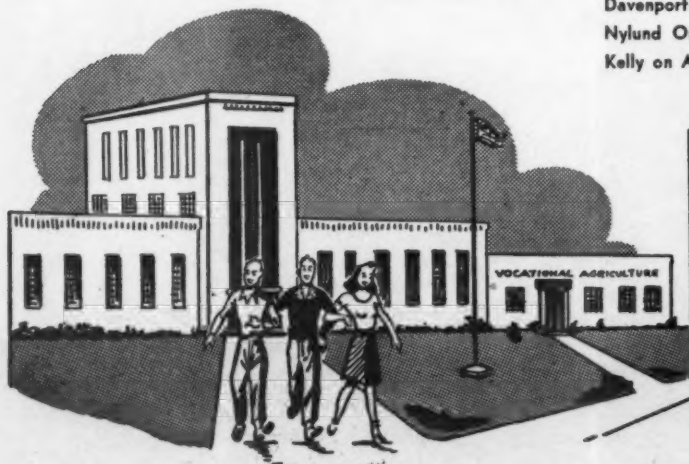
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Contents

Editorials

Leadership a Challenge	Guy E. Timmons	267
Not Alone		267
The Ohio Plan of Public Relations	L. F. Crabbe	268
Teacher Welfare	C. W. Hill	269
Appraising The In-Service Education	V. Ray Cardozier	270
Making The Best Use of District Meetings	C. Oscar Loreen	271
An Evaluation of The Pre-Service Professional Curriculum (Part II)	Ralph J. Woodin	272
Whither Testing and Evaluation	Robert F. Coffin	273
Young Farmers Teach Agriculture Teachers	Byron J. McMahon	274
Wisconsin Young Farmers	J. A. James	275
A Thumbnail Sketch of Current Research on Ohio Farm Veterans Training	L. B. Fidler	275
Plans and Program For Volume XXV	W. A. Smith	276
Index To Volume XXIV		277
Cover Photo	J. E. Hamilton	281
Arizona I. O. F. Program	Dan J. Chavez	282
Experimental Plot Work on Alfalfa Varieties	Elden D. Westergard	285
The Importance of Learning Experiences	Walter T. Bjoraker, Daniel W. Scheid	286
Book Reviews		287
Davenport Appointed		287
Nylund On Leave		287
Kelly on Assignment In India		287



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Editorials

Leadership — a challenge

FROM the standpoint of society, the world may be divided into leaders and followers. The professions have their leaders, the financial world has its leaders. We have political leaders, religious leaders and social leaders. In all this leadership it is difficult, if not impossible, to separate from the element of pure leadership that selfish element of personal gain and advantage to the individual, without which such leadership would lose its value. In the teaching profession we can hope to realize leadership in a more exalted and disinterested sense.

Every teacher of vocational agriculture helps youth to mold its future. As a teacher you have under your jurisdiction partially trained citizens who look to you for instruction and guidance. Your word is their guiding light. Your most casual remark is remembered. Your mannerisms are aped. Your clothing, your carriage, your vocabulary, even your manner of control is imitated. You have a very willing group of farm people who ask from you nothing more than the quality that will command their respect and their loyalty. They are perfectly ready and eager to heed your teaching so long as you can convince them that you have these qualities. When the time comes that they are satisfied you do not possess these qualities, you might as well kiss yourself goodbye. Your usefulness to that society in that locality is at an end.

Nearly all who read this will be certificated as teachers. The mere certificate does not make you an educational leader. You are merely certified as a qualified person to teach. Your certificate does make it possible for you to be placed in a position where you can become a leader if you possess the proper attributes. But you must make good, not so much with your fellow teachers or your supervisors, but rather with those in need of your services.

You might ask yourself, "Of what does leadership consist? What must I do to become a leader? What are the attributes of leadership and how can I cultivate them?" Leadership is a composite of a number of qualities. Some of the most important are *self-confidence, moral ascendancy, self-sacrifice, student welfare, fairness, initiative, dignity and courage*. Let's analyze these briefly.

Self-confidence results from an exact knowledge and the ability to impart that knowledge in a truly democratic fashion. To lead you must know—you cannot bluff. Rural folk are not easily deceived. There is no substitute for accurate knowledge. Prepare yourself and become so well informed that your clientele will seek you and your help.

Self-confidence is the result of knowing your professional subject field better than your constituents. *Moral ascendancy* over them is based on the belief that you are the better prepared individual. To gain and maintain this ascendancy you must have self-control, physical vitality and endurance, the will and way towards self-betterment and moral force. Your job as a teacher of vocational agriculture is a trying one. Many incidents will arise to try your temper and wreck the sweetness of your disposition. The true leader must not "fly off the handle," for men in anger say and do things which they almost invariably regret afterwards. Your hours will be long. As you well know, the "40-hour week" has not hit the profession. Physical endurance and vitality are essential here. Moral force is an important element in gaining moral ascendancy. You must live clean. You must have sufficient brainpower to see the right and to do right. Lead the kind of life you want imitated.

Essential also to leadership is the element of *self-sacrifice*. You must give—give all the time. Give of yourself, physically and mentally. Your own plans and wishes must of necessity be subjugated to the needs of your services. It is not entirely

Not alone

FISHING is fun. It's even more fun with companions.

Whether it be in recreation or in one's profession the affiliation with others contributes to personal satisfaction. In the profession of teaching agriculture this Magazine provides opportunity for all members to widen their affiliations with other members.

As members of a profession, the troubles and problems, the successes and gains are of concern to many. The profession is made up of men who have interests and problems in common which grow out of service to fellow men. No one walks this service road alone. The burdens to be carried or the blocks to be removed seem the smaller as one senses the power of affiliation in the profession. Likewise, individual achievements of success are the sweeter because of sharing in their attainment.

The Agricultural Education Magazine provides a medium through which workers in the profession may strengthen the bonds of affiliation by sharing ideas on problems and procedures. They, too, can get more fun out of the job by building this sense of doing things together by active belonging to the profession.

The three R's of active membership in this case may be said to be reading, 'riting and research. (In this case research is defined broadly.) Each member can increase his affiliation through reading his professional publication. Many will build stronger ties by writing articles, contributing pictures or even penning notes to the editor.

The Agricultural Education Magazine exists solely to serve teachers of agriculture. Workers in vocational agriculture have the benefit of a highly specialized professional publication not available to many other groups of comparable numbers. Its cost is low. It is as free from outside pressures or influences as possible. Not a single penny is received from advertising. No governmental agency, local, state or national, contributes to its support. The Magazine is a true professional organ and one which every worthy member of the profession can strive to strengthen as a means of increasing his personal effectiveness as well as his satisfaction in professional affiliations.

This opportunity for affiliation is highly valued by your present editor who concludes his three year term with this number of the Magazine. In this period hundreds of contributors shared their ideas. Correspondence has been exchanged with teachers in 46 of the 48 states. Cooperative planning has been carried on with special editors and other leaders from the several sections of our country. The help and advice of our publisher and his staff, especially Herschel Authénrieth, who has a major responsibility for the printing job, strengthened ties all the way down the line to final production. The support and help of supervisors and teacher trainers has been most gratifying. The importance of these cooperators in the production of a professional publication is recognized. The privilege of this affiliation is one which ever will be valued and cherished.

out of the realm of possibility that you will give of your own slender financial resources at times, as most well know.

The true leader is cognizant of *student welfare*. He watches over the comfort and welfare of those he would serve. Marital and family problems, social problems, vocational-vocational discomforts—all of these have a way of winding up on the teacher's doorstep and aid must be extended in a sincere, confidential manner.

Fairness is another element without which leadership can-

(Continued on Page 281)



L. F. Crabbe, the writer of this article, confers with Leon Boucher, former member of the Ohio Public Relations Committee, and presently, President of the Ohio Vocational Agriculture Teachers' Association, and Paul Mechling, Secretary of the group.

The Ohio plan of public relations in vocational agriculture

L. F. CRABBE, Teacher, Mowrystown, Ohio

I AM taking for granted that all of us working in vocational agriculture are aware of a need for a more aggressive program of public relations. A committee of three Ohio teachers and one representative of supervision and teacher training were asked to submit a five-year plan for public relations for vocational agriculture in Ohio. This plan was submitted to the annual teachers' conference in June of 1951.

The Ohio vocational agriculture teachers seemingly were aware of this need and appropriated from their limited finances \$100 with which to initiate the new program to supplement what was already being done by individuals.

Some of the things this new program called for were:

- A. The formation of a speakers' bureau from our own teacher ranks.
- B. District chairmen to assign the preparation of certain feature news articles to local teachers.
- C. A county or district chairman to coordinate news within counties and districts.
- D. Providing prints of pictures taken at State Fair, State F.F.A. Convention, State Camp, or by supervisors or others at district or state-wide F.F.A. functions to any and all local chapters concerned in the picture. These pictures are to be used in local publications.
- E. A three-man public relations committee made up of teachers with one man to be replaced each year.
- F. A three-man public relations committee made up of two district

supervisors and one teacher trainer who are to assist the teachers' committee.

The Speakers' Bureau is made up of two teachers from each district who like to speak in public and the officers of the state teachers' association.

Letters telling of the availability of these men as speakers were sent to 1,500 service clubs such as Lions, Kiwanis, and Rotary, also to farm organizations, such as Grange and Farm Bureau.

Each speaker was provided with return cards to tell where he had spoken and a few other facts so that the results of the undertaking could be measured.

The results of the speakers' bureau are above expectation since this is only the first year. Some of our speakers have made four and five appearances already. Many of them invite F.F.A. members to go along with them.

Part B was designed to provide a steady flow of news and feature articles to state and national magazines. I believe this matter of assigning these articles will work and is working. Prof. Ralph J. Woodin of Ohio State University teacher-training staff makes his office available as a clearing house for these articles, as well as providing a headquarters for the general activities of the public relations committee.

The County or Area Chairman handles that news which involves more than one school. In our own county of Highland, the county publicity program is bearing fruit. We now have a weekly column to which each of us four teachers contribute one article per month. We meet

together once each month and decide what is to be publicized and who is to do it.

We do have several county-wide F.F.A. functions such as the F.F.A. section of the County Fair, Green Hand and Chapter Farmer initiations, and livestock sales and shows which are deserving of this publicity effort. I attempt to do the news photography on county functions since our school and the F.F.A. together own a 4x5 speed-graphic and we have a complete dark room which the F.F.A. boys and I set up in the school.

Our four schools cooperated in sending one teacher from this county and one F.F.A. boy from each chapter to National F.F.A. Convention in 1951. We plan to rotate the driving responsibility among the teachers.

Dividing The Job

Publicity, which is an important part of any public relations program, seems to break down into four logical areas: local, county, state, and national. We felt that the local publicity is still the job of the local teacher and that no one is in a position to do the job better. The county set-up, I have already covered. The state functions, many of which I have already named, involve taking many pictures. At the State Fair, for instance, I took more than 30 pictures. Not more than 10 of these have been used in publications. If 4 x 5 prints of these can be gotten back to the chapters involved they may be able to use some of them in their local papers, or at least in their chapter scrap book. This 4 x 5 contact print can be secured for 10 cents and this is a small cost compared to the original 31 cents cost of film, bulb, and developing of the negative.

Our Ohio program is not even far enough along yet to be experiencing growing pains, but our public relations committee is working at such places as the State Fair and National F.F.A. Convention, helping to get F.F.A. on the radio, in news pictures, and into print.

We realize we must reach all the voters, school patrons, and legislators. I am reminded of a statement of the State Supervisor of Vocational Agriculture, Warren Weiler. He said, "We are told many times by legislators of what an excellent program we have, yet appropriations do not bear out their convictions." We hope to get legislators invited to all the F.F.A. banquets in Ohio so that these men may know our program better. Our guiding principle is one which has been frequently expressed by AVA Secretary M. D. Mobley—Let the people know." If our program succeeds to the extent of letting Ohio people know about their own program of vocational agriculture, we will feel richly rewarded for our efforts.

I hold that the time has come when civilization will put men of my profession into the ranks of the permanently unemployed. Moreover, I believe that the principal weapon of civilization of bringing about this result is logical, intensive, and inspired education.

General Eisenhower

Teacher welfare

C. W. HILL, Teacher Education, West Virginia University

THE problem of teacher welfare is concerned with the conditions that affect a teacher's thinking and attitude as well as his physical well being. Let us consider welfare as a state of faring or doing well; a condition of health and happiness and prosperity. It is recognized that this condition of doing well is relative and exists in varying degrees with each individual in the profession, yet regardless of the standard used there are many things in common.

A person's success is very much dependent upon his outlook, attitude and liking for his work. There are many factors which influence and have a direct bearing upon a person's thinking and attitude. In this review, major consideration will be given to the professional welfare of the teacher. Many of the factors that relate to and influence the welfare of our vocational agriculture staff are: salary and other income, living conditions, recreational and social activities, provisions for tenure, retirement provisions, teaching load, location of his work, professional improvement, advancement, and satisfying relationships in the community. To the extent a teacher finds the above factors satisfying he will be more contented and take a desirable and favorable outlook toward his work. This writer believes that teacher welfare is one of the most important to the vocational agriculture profession since the attitude and performance of the teacher is determined to a large extent by his welfare. As he is free from oppressing physical or mental conditions, his performance will be better and his tenure longer.

It is the purpose of this article to present a few brief findings that relate to teacher welfare as are given in the *Summaries of Studies*. Considerable study has been given to these areas: why teachers leave the service, teaching load, activities engaged in by teachers, and problems faced by teachers on the job. Other phases of teacher welfare have received little attention. This writer will present findings along with suggestions as to phases of the topic that seem to merit future study so as to fill in where no particular study has been made in the past or to strengthen previous findings.

Reasons For Leaving

One phase of this topic which has attracted as much attention as any other is why vocational agriculture teachers left the teaching profession and the subsequent occupation or service they entered. Canada (4), Roland (38), DiVesta and Olney (11), Stringfield (41), Fraiser (14), and Tuthill (45) reported these factors as having influenced teachers in leaving service: (a) they preferred other work, (b) they saw limited chance for advancement, (c) their salaries were too low, (d) they felt a lack of security in their work, (e) health, (f) they lacked adequate training in college, (g) inadequate supervision from the state office, (h) lack of understand-

ing between teacher and school superintendent, principal or state supervisory staff and (i) school and community demanded too much from the teacher. The occupations entered by the vocational agriculture teachers who left the service were: (a) Agriculture Extension Service, (b) farming work, (c) Soil Conservation Service, (d) graduate work, (e) Farmers Home Administration, (f) college teaching, (g) Federal Land Bank Service, and (h) secondary school administration.

In a study to find what conditions the vocational agriculture instructors considered unsatisfactory, Bartlett (2) in Washington state found these: (a) too many duties and responsibilities to do a good job on any one of them was the criticism most frequently offered, (b) no time to devote to family life, (c) limited opportunity for advancement, (d) not enough difference in salary for beginning teachers as compared with experienced teachers, (e) limited school facilities and (f) little or no opportunity to attend summer school.

Another approach to the problem of tenure is a study by Robles (37) to determine the factors that contributed to vocational agriculture teachers liking their work and remaining in the pro-

stated that the heaviest loss of teachers occurred during the first five years of teaching. The loss after ten years was small and the percentage loss after fifteen years was even smaller. Twenty-eight per cent of the teachers who entered teaching in 1926-30 were still in service in Illinois during the 1945-46 school year.

Another group of studies relate the problems, needs, and difficulties encountered by teachers in their teaching. Kirkland (23) reported the difficulties of first year teachers as: the inability to perform activities in the area of long-time and annual program planning, adult farmer program, and physical plant and facilities. Many of the difficulties were ascribed by the teachers to a lack of participation during pre-service training. Godfrey (15) reported the problems of a group of beginning teachers in California in conducting a satisfactory program as: adult activities, farm mechanics activities, guiding young farmer groups and supervising F.F.A. activities. Godfrey found that problems tended to disappear as the teachers gained experience. Santos (40) gave these in-service training needs required by vocational agriculture teachers: (a) assistance in locating and securing materials for instruction: (b) help needed in teaching methods and techniques for supervised farming programs, F.F.A. activities, and farm mechanics activities.

Recent studies by Gustafson (16), McClay (28), and Coombs (7), which

What do studies show?

This contribution is one in a series of twelve planned for the current volume. Each will review and interpret studies in a phase of the program in agricultural education. Each will provide the reader with an overview of the research and point up applications in a particular phase. The phases to be covered and the selection of possible contributors were planned with the A.V.A. Research Committee for Agriculture.

profession. Factors influencing them were: (a) it was their profession, (b) they felt that they received decent salaries, (c) opportunities for professional improvement, (d) active participation as a citizen in the community, (e) economic interests in the community, and (f) owning a house. Robles (37) stated, "The teachers who stayed in the service unlike those who relinquished their work, kept on cordial relationships with their administrators and supervisors."

Performance Compared

One point that has not been given consideration in research studies, and it seems important to the vocational agriculture program, is just how does the performance of the teachers leaving the profession compare with those who remain in service. Are we losing the best teachers?

Phipps (33) and Chapman (6) investigated the number and percentage of trainees entering vocational agriculture teaching and their tenure. Chapman reported that 64.3 per cent of the trained teachers entered the field, and the tenure for all qualifiers was 5.9 years. Phipps

were an outgrowth of and the follow-up of the North Atlantic Regional Project on participating experiences of student teachers and the performance of first year vocational agriculture teachers, indicate the strong and weak phases of the first year teacher's work. The highest mean performance was found in getting established in a school and community, keeping records and reports, teaching all-day classes and advising F.F.A. Chapters. The performance of first year teachers was the lowest in: teaching young and adult farmer classes, placement and follow-up of pupils, selection of pupils for vocational agriculture classes, evaluating the effectiveness of the program, and planning the course of instruction and the long-time program for the department.

Financial status and salary problems have been given limited attention. White (46) presented the following information on the financial status of Texas teachers for 1940-41. A group of 27 married teachers had an average of 9.81 years of teaching experience. Their average salary was \$2,353.45 with other

(Continued on Page 284)

Appraising the in-service education

V. RAY CARDOZIER, Graduate Student in Agr. Ed., Ohio State University



V. R. Cardozier

THE JOB OF teaching vocational agriculture is becoming increasingly complex; professional and scientific developments require that teachers continue to improve their professional competences. Pre-service teacher education cannot prepare one to meet all problems successfully in this rapidly changing world. The teacher education profession generally recognizes that they can only start the individual on the path to becoming a highly qualified teacher. A solution to better qualified teachers and improved programs of vocational agriculture seems to be in a continuous program of in-service education.

If teachers are to realize the most from an in-service education program, all those responsible for its implementation must look at the total program with the view of improving it. This involves analyzing and appraising the total program on a state-wide bases. When the writer undertook the analysis and appraisal of the in-service education program for vocational agriculture teachers in one state recently, he discovered that there was no instrument available for the appraisal of a total program. Thus, it became necessary to develop some kind of evaluative instrument that might be used in appraising the total program of in-service education of teachers within a state.

From a rather comprehensive study of the literature in the field, it was found that in the development of a successful state-wide program, responsibility might be assigned to four groups:

1. Teacher-trainers in agriculture education in the state.
2. Personnel from the office of the state supervisor of vocational agriculture.
3. Local school administrators and supervisors.
4. Teachers of vocational agriculture, themselves.

An analysis of the various practices used in the in-service education of teachers as reported in periodicals, research reports, and other educational literature revealed a sizeable and varied list. These practices were classified into general groupings, each of which served as a basis for formulation of a general principle covering those practices. These principles, when placed under the appropriate area of responsibility constitute a set of "guiding principles" which are presented here for those who might find them useful in the improvement of teacher education in service in their state.

- I. It is the responsibility of the teacher-education program in agricul-

tural education to stimulate and provide teachers an opportunity for continuous improvement of their preparation in both technical and professional education.

1. Teacher-education staff members should visit first-year teachers in a regular follow-up program of group and individual instruction.
2. Teacher trainers should visit experienced teachers as the need develops.
3. There should be a program of graduate study leading to an advanced degree offering both professional and agricultural courses during both the regular and summer terms.
4. Short courses and regular graduate courses should be offered teachers both on and off campus.



In Service Education for Vocational Agriculture teachers should involve Learning by Doing.

5. Teacher trainers should participate in planning and conducting state, district and local meetings for teachers of vocational agriculture.
6. Teacher-education personnel should make contributions to publications which are directed toward improving teachers.
7. The teacher-education staff should conduct and assist with research and evaluation studies and provide for the dissemination of findings to teachers.
8. Definite responsibility should be assigned to the teacher-education staff in at least one institution in the state for collecting, organizing, and distributing teaching materials to teachers.

- II. One of the major functions of the state supervisor of vocational agri-

culture and his staff is to assist teachers to grow professionally in service.

1. Supervisors should visit teachers individually to assist them in solving their problems.
2. Supervisors should meet with teachers in group meetings to help them improve their professional proficiency.
3. Supervisors should contribute to the development of harmonious relationships between teachers and local administrators and supervisors, other teachers, and lay persons.
4. Special consultants in the office of the state supervisor of vocational agriculture should meet with teachers individually and in groups to assist them in solving their problems.
5. Supervisors and specialists in vocational agriculture should make contributions to publications which are directed toward improving teachers in service.

6. Supervisors and specialists should assist teachers in carrying out programs of research and evaluation, provide means for distributing the findings to teachers, and assist teachers in utilizing the findings most effectively.
7. There should be close working relationships between the state supervisory staff in vocational agriculture and the teacher-education staffs.

- III. It is the function of the local school administrative and supervisory staff to furnish stimulation and an opportunity for teachers to improve professionally in service.

1. The local school system should conduct organized in-service education activities for all teachers in the system.

Making the best use of district meetings

C. OSCAR LOREEN, Teacher Education, The State College of Washington

2. Local school administrative and supervisory staff members should visit vocational agriculture teachers in a program of regular supervisory visitations.
3. The local school system should provide some kind of material reward to stimulate teachers to pursue in-service education.
4. Local administrators should make time available to teachers for in-service education.
5. The local administrative and supervisory staff should encourage teachers to pursue advanced study and participate in other organized group activities related to improving them as teachers.
6. The local administrative and supervisory staff should encourage teachers to pursue advanced study and participate in other organized group activities related to improving them as teachers.
7. The local school administrative and supervisory staff should have close working relationships with teacher-education staffs and personnel from the office of the state supervisor of vocational agriculture so that total efforts might be coordinated toward an improved program of in-service education for teachers of vocational agriculture.

IV. It is the responsibility of teachers of vocational agriculture to improve professionally so that they may perform their functions as teachers better.

1. Teachers should read a variety of publications for professional, technical, and general educational improvement.
2. Teachers should carry on research and evaluation studies.
3. Teachers should write for professional, agricultural and other publications.
4. Teachers should meet with other teachers, including their own faculties and other vocational teachers, to consider problems of mutual concern.
5. Teachers should serve on committees and participate in groups studying special problems related to education, agriculture, and the community.
6. Teachers should hold memberships, participate in, and occupy roles of leadership in a diversity of professional, agricultural and civic organizations.
7. Teachers should observe the teaching of others.
8. Teachers should seek information and assistance from qualified resource persons both within and outside the local community.
9. Teachers should pursue advanced study.
10. Teachers should take advantage of the in-service opportunities for professional improvement. ●

THE educational program that is carried on by agricultural instructors is both varied and complex. Because of the variety and complexity of the program, group planning sessions in which the agriculture teacher has an opportunity to participate are desirable. Such a group planning session is provided in the regular monthly county or district meeting of vocational agriculture instructors.

Listed below are some of the reasons for, and opportunities that are made available through such meetings:

1. Plan and schedule district functions such as contests, exhibits, and co-operative ventures.
2. Exchange ideas on teaching.
3. See the facilities of other schools.
4. Give helpful suggestions to the beginning teacher.
5. Assist each other in securing good livestock and good seed for supervised farming programs.
6. Discuss and initiate special state agricultural education activities.
7. Receive specific training from special resource persons.
8. For social reasons.

An organization from which a member can derive so much help in conducting and improving his work is certainly worthwhile and merits the support of all agricultural instructors. Yet, sometimes, because these groups are organized on a very informal basis, indifference on the part of the members develops, which is detrimental to the best interests of the organization. If an organization is worthwhile and merits the support of its members, it should be organized on a businesslike basis. It is doubtful that it is necessary to develop and adopt a constitution and by-laws, but the adoption of a few governing rules for every organization is very essential. Here are some suggestions:

1. Election of officers.

A specific time for the annual election of officers should be agreed upon and followed. How about the month of May?

2. Officers.

Determine, and have clearly understood, what officers are needed and what the length of term of each shall be. Officers should seldom or never serve two consecutive terms of office; pass the jobs around for what honor and training there is in them.

3. Plan meetings.

Plan the series of meetings for the whole year early in the year. It would be well to put this on the agenda for the September meeting. Monthly meetings seem most satisfactory.

4. Start and close on time.

Adopt a certain time for the meetings, start them promptly, and

close them at a reasonable time. Don't allow the discussion of a topic to continue too long; be sure the speakers are making a contribution to the discussion and not merely talking.

5. Notify members.

Notify each member of each meeting by phoning or writing; there is at least one in every group who needs a reminder.

6. Provide a secretary's book.

Have a permanent type secretary's book in which to record the minutes of each meeting, and send a copy of the minutes of each meeting to the State Office. (Since nearly all instructors claim mileage for attendance at these meetings, it is necessary to have a record of business transacted on file in the State Office.)

7. Use correct parliamentary procedure.

Elaboration on this point is hardly necessary. Suffice it to say that in view of the necessity for a teacher of vocational agriculture to know correct parliamentary procedure, he needs to practice it frequently himself.

8. Governing rules.

After the governing rules have been adopted it would be well to place a copy in the front of the secretary's book.

Observation of the foregoing suggestions should result in the kind of an organization that will render a genuine service to its members. There are some other ideas that will contribute to the smooth operation and efficient functioning of a district organization, and are here enumerated:

1. The president should delegate responsibility and should not try to do all the work himself, a method of not only killing the organization, but of shortening the life of the president as well. Distribute the load; everyone is interested in helping or he probably wouldn't attend meetings.
2. Plan special educational features at some meetings. Many local commercial companies have personnel available which can make a real contribution.
3. Study some specific problems that may be presented for consideration at the annual conference. Frequently, so little time is available at the annual conference for full deliberation on many topics that such problems as contests and contest rules, building problems, and many others might well be given some thought and discussion during the year.

(Continued on Page 275)



The teacher of Vocational Agriculture must be competent. D. E. Crossen, first year teacher at Willard, Ohio, shows his students how celery is protected from early frosts. Crossen teaches in a truck gardening area.

An evaluation of selected

Aspects of the pre-service professional curriculum* in agricultural education at the Ohio State University

RALPH J. WOODIN, Teacher Education, The Ohio State University

Part II

A Statement of Competency for Teachers of Vocational Agriculture



Ralph J. Woodin

"OUR department of vocational agriculture is meeting a real educational need in this community. Mr. Doe is a really competent teacher." A remark like that by a school administrator is music to the ears of the supervisor of vocational agriculture, as well as to the

teacher trainer responsible for preparing such teachers.

This remark points up the close relationship of competency on the part of the teacher and the effectiveness of his program of vocational agriculture. It indicates, too, that one of the major objectives of a department of agricultural education is that of preparing competent teachers.

The next question which might be raised is "What is a competent teacher of vocational agriculture? In what phases of the program of vocational agriculture is he competent? How much ability does he need in order to be termed competent?" In evaluating the professional pre-service curriculum of the Department of Agricultural Education at Ohio State

University, it seemed to the writer that some statement of competency for teachers of vocational agriculture was necessary in order to serve as a yardstick in determining whether this curriculum was effective in developing competent teachers. In preparing this statement of competency two possibilities presented themselves:

1. That of asking students, farmers, school administrators, parents, and workers in agricultural education for their opinions as to competency on the part of the teachers.
2. That of reviewing the studies and statements which had been made regarding the things that a vocational agriculture teacher should be able to do.

The latter procedure was followed in this study. A large number of criteria, studies, and statements were reviewed. Most of them fell into the following broad classifications:

1. Statements of competency which had been developed for general teacher use. Examples include "The Education of Teachers as Viewed by the Profession." The 1948 Report of the National Commission on Teacher Education and Professional Standards and the Bulletin of Ohio State University's Dept. of Education, "Some Major Factors in Competency for Teaching," 1941.
2. Statements regarding the purpose of vocational education in agriculture and the functions of teacher training. Examples include Reports

of the Federal Board for Vocational Education and Reports of the National Standards Committee of the American Vocational Association.

3. Instruments of evaluation which had been developed and used in vocational agriculture. Examples include "Evaluative Criteria for Vocational Education in Agriculture," 1942 revision, and "Evaluative Criteria for Vocational Education in Agriculture, Ohio Revision," 1949.
4. Recent studies of the needs of prospective teachers of vocational agriculture in terms of participating experiences. Examples include: Brunner's Study of Criteria for Evaluating programs for Preparation of Teacher of Vocational Agriculture and the report of the North Atlantic Regional Conference on Teacher Education in Agriculture, 1949.

This statement of competency lists ten factors believed to be necessary to the success of the teacher of vocational agriculture. They are presented with the thought that other factors may be identified and, therefore, this list of competencies should be subject to further evaluation, refinement, and revision.

It is not felt that every teacher should develop to the highest degree in all of these factors of competency but rather that he needs to achieve at least a minimum level of competency in each if he is to fulfill the expectations of the school and community where he is employed. Complete competency in teaching is considered as a long-time objective for the teacher which can be achieved only as experience, education, and understanding in the profession are secured.

Factors of Competency for Teachers of Vocational Agriculture

The teacher of vocational agriculture should be competent to:

1. Participate intelligently and cooperatively in helping to plan and promote the educational efforts of the entire school, to the end that it may make its maximum contribution to a dynamic, democratic, modern world.
2. Appraise the educational and agricultural needs of the community in terms of democracy and plan a workable program through which a department of vocational agriculture may meet as many as possible of these needs. Important features of such plans include educational experiences for students that will supplement and integrate other educational experiences secured by them and for the cooperative development, evaluation and replanning of the program by representatives of the school and the community.
3. Teach high school students effectively on the basis of their needs, utilizing group planning, thinking, and evaluation processes, appropriate technical materials, community resources, and purposeful experiences together with appropriate classroom methods and techniques of classroom management.
4. Guide high school students in developing and continuing individual farming programs which will pro-

(Continued on Page 274)

*Part I appeared in the April issue.

Whither testing and evaluation?

ROBERT F. COFFIN, Graduate Student, University of Vermont



Robert F. Coffin

THE problem of evaluation has always been a thorny one. Today's effort to evaluate in terms of the growth of the learner instead of in terms of subject matter mastery further complicates the problem. In vocational agriculture the emphasis is

placed on outcomes of supervised farming in appraisals of the total progress of the pupils. An effective approach to the evaluation of outcomes of supervised farming considers the formulation and analysis of objectives and methods devised which indicate the degree to which the objectives are being realized. How well this technique in evaluation is carried out will depend primarily on the vocational agriculture teacher's philosophy of evaluation, the nature and scope of supervised programs, and the evaluation policy of the local school. This report attempts to bring the problem of evaluation into focus and to review an evaluative procedure common to many programs of vocational agriculture.

What constitutes an up-to-date program of evaluation for the teacher of vocational agriculture? Where does the responsibility for such a program lie? What is the special function of achievement tests as they relate to instruction? These questions, and many more, face the vocational agriculture teacher from the first day of school until a final mark is recorded for each pupil's effort and accomplishment.

Evaluation is the appraisal of the *outcomes* of education. These outcomes are more than just what a pupil *does*; they include, also, the worth of his activities. Consequently, teachers are called upon to make value-judgments about the behavior of their pupils. Herein lies the reason for the varied approach among teachers of vocational agriculture toward evaluation. Some concede to merely measure a pupil's achievement in terms of mastery of subject matter, while others accept and practice a modern approach to evaluation—the careful consideration of all the major factors which afford evidence of the degree to which the pupil has *attained the objectives* set up for that particular course. This latter concept of evaluation, whether on the class, group, or supervised farming program level, is essential if improvement of instruction is to be achieved and maintained.

A teacher of vocational agriculture cannot escape the responsibility of evaluation, but he can, and should, share this responsibility with colleagues, parents, and pupils. From the faculty of the school should come clearly stated educational goals. These evaluative criteria (items of behavior) can be used to determine whether the pupil has achieved

what he was supposed to achieve. Secondary objectives prepared by the teacher in terms of course content, expected behavior, and degree of emphasis are designed to aid in the achievement of the larger school goals, rather than to conflict with, or ignore them.

Parents of pupils enrolled in vocational agriculture can assist the teacher in developing a sound program of evaluation. In our society, behavior is evaluated largely in terms of judgments by its members. When parents are aware of the specific objectives of the course they can help the teacher organize for his students the situations needed for an effective learning relationship. Through this understanding of the objectives, parents will be in a position to make valid evaluative judgments in cooperation with the teacher.

Self-evaluation on the part of a pupil assumes that he is well versed in the objectives and expected outcomes of the course. It also assumes that he knows when he has achieved them. Ideally, a pupil can, and should, participate in his evaluation to (and only to) the extent he understands what is expected of him. The evaluation of the more indefinite areas, i.e., attitude changes, appreciations exhibited, interests developed, etc., should rest primarily with the teacher as a pupil is usually a poor judge of his attitude and interest changes. It is in this area that fellow teachers can be very valuable.

What Is the Special Function of Achievement Tests in Evaluation?

A day-to-day evaluative program based on principles and goals is the exception rather than the rule. As a result, it is necessary to add systematic evaluation procedures to the informal procedures. Such evaluation may require the use of tests, check lists, and other instruments. A teacher-made achievement test is often used to meet this need.

In an effort to ascertain the extent, importance, and nature of achievement testing in Vermont departments of vocational agriculture, several teachers were interviewed during the fall of 1951. A few representative responses are cited. At the Alpha center, teacher-made achievement tests were used on the average of twice a week, usually twenty minutes to one hour in duration, "for the purpose of motivating the students to study, for maintaining satisfactory teacher-student relationship, and for the purpose of establishing a numerical mark." The use of a commercially-prepared mastery test given at six-week intervals or at end of unit was employed at Beta to "summarize" a unit and carry out the testing policy established by the school. At the Gamma school, the teacher stated that he administered teacher-made achievement tests on the average of one per week with a comprehensive test given at the end of unit, usually six to eight weeks. These tests are the same as used in previous years with minor revisions. After this brief survey, a study was conducted with the purpose of developing ef-

fective achievement testing by Vermont teachers of vocational agriculture.

A representative center was chosen to supply data for this study. The Epsilon vo-ag class was selected for the following reasons: (1) in the vo-ag 11 and 12 class there were sixteen students, which number is modal for Vermont's twenty-six centers, 1951-52; (2) the teacher of agriculture has had over fifteen years' experience in vocational agriculture at the Epsilon center; and (3) the male enrollment was seventy-five, which was typical in Vermont high schools. Of the sixteen pupils enrolled in vo-ag 11 and 12, fourteen were living on farms.

Initial Contact at the Center

The teacher at the Epsilon center was interviewed in October, 1951 for the purpose of securing permission to administer a test to his vo-ag class. Mr. Edward extended his cooperation and a discussion of the unit to be tested, its objectives and scope, took place using a guide sheet prepared prior to contacting Mr. Edward. This guide sheet dealt with the topical division of the course, the objectives of the course, the expected pupil behavior and the philosophy of the school and course. Following this discussion, a composite list of the main references: books, periodicals, bulletins, etc., used or made available to the pupils during the instructional periods was prepared. Administrative approval was secured from the principal before the proposed program was initiated.

Bases for Validation

Mr. Edward was asked to assign a letter mark for each of the sixteen pupils based on quality of work *previously* exhibited in his class. An average of all marks for all academic subjects for each student was obtained from the principal's office. At this time it was agreed that Mr. Edward, as well as his students, would take the test without previous knowledge of its content. It was agreed to administer the test twice with two weeks between trials.

Following a review of data obtained on the guide sheet, composite list of references, unit outline, and instructional guide, a preliminary draft of the test was prepared. Before individual questions were devised, it seemed advisable to determine what level of learning the test items should represent. The following levels were chosen: recognition, recall, evaluation, and application. Topical divisions of subject matter within the unit were paired off with the levels of learning to obtain a suitable relationship. After this the types of test items were decided upon in each case. Over one hundred test items were drafted. Directions to pupils, scoring keys, and a title page were prepared before final printing of the test questions.

Every reasonable precaution was taken to insure normal conditions during the testing periods. After all test papers were completed and collected (40 minutes) pupil reactions and recommendations were considered. Coefficients of correlation for the various relationships were calculated by the Spearman Rank-Difference method. The coefficients ranged from +0.82 to +0.89.

(Continued on Page 281)

Young farmers teach agriculture teachers

BYRON J. McMAHON, Supervisor, California



Byron J. McMahon

GENERALLY speaking, the out-of-school "Young Farmers" are on the receiving end of most of the agricultural instruction that is given by any agency. The reverse held true, however, at the Central Regional meeting of the California Agriculture

Teachers Association which was held at the Dixon High School at Dixon, California, at an all-day meeting on Saturday, March 8, 1952. The Dixon agriculture department is used also as one of the training centers for California vocational agriculture teachers.

There were one hundred and fifty vocational agriculture teachers, administrators, school trustees, and other guests in attendance at the conference. Two of the guests were fathers from out-of-state of agriculture teachers, and one was the son of one of the agriculture teachers who is likewise an agriculture teacher in another region of the state. Incidentally, there are at present six fathers and their sons teaching vocational agriculture in California which speaks well for the continued family interest in the profession.

Nature Of Program

The day's program started out with a doughnut and coffee social hour with the Dixon Future Farmers as hosts, which augured well for the later events. This fellowship program was followed by a tour through the \$150,000 agriculture building which was only completed March 1, 1952. This modern building contains the latest features of excellent agriculture buildings including two adjoining classrooms with sliding panel doors between the two rooms which can be opened up to make one room for large meetings. It also has a glassed-in office so that the classrooms, shop, and hall space can all be seen and supervised from the office. The building also contains a large storeroom for tools, lumber, and other supplies; washroom, and a farm mechanics shop 50' x 100'. There is also a large enclosed yard on one side and in back of the shop for the storage of farm machinery and other equipment which is being worked upon, or waiting time to be brought into the shop thus conserving valuable shop space.

The morning session following the tour of the agriculture unit was devoted to inspirational talks, and the five department meetings of the Agriculture Teachers Association where their many problems were discussed, and plans formulated for the improvement of their

program. A general session to give the reports of the department meetings, and for the conduct of the agriculture teachers' business concluded the morning session.

A noon lamb barbecue following at the Priddy sheep ranch near Dixon, which put everyone in the proper frame of mind for the afternoon session on the subject of "The Sheep Industry of Central California." This part of the program proved to be the outstanding feature of a highly successful day.

A panel composed of four Dixon "Young Farmers" who had been Future Farmers for four years at the Dixon high school and who are now all active "Young Farmer" chapter members of the Dixon chapter, provided the answers to the sheep questions which were raised during the panel discussion. All four of the Young Farmers are under twenty-three years of age, and all are successfully launched in the sheep business in the Dixon area, and are all fully aware of the many problems involved in the sheep business, as well as the successes accruing to the successful operation.

The young men discussed from their own experiences the problems of the central California sheep raiser, and answered questions on breeding, lambing, feeding, shearing, disease prevention and treatment, and the marketing of mutton and wool. Their answers were the "down to earth" type which would be expected from the practical minded sheep man. The one-hour panel discussion was followed by another hour of demonstrations by the young men of new and approved practices in the sheep business.

All in all it was probably the most outstanding regional agriculture teachers' meeting that has ever been held in the Central Region of California. The meeting gave concrete evidence of the value of the high school Future Farmer program when it is followed up by a truly functional and educational "Young Farmer" program. If there were any skeptics prior to the meeting as to the value of the Young Farmer program and the assistance they can render to the high school agriculture teacher, I am certain that all doubt was removed following this performance by the Young Farmers before a group of highly critical but sympathetic agriculture teachers.

The Real Pay Off

As Glenn Caldwell, the Dixon agriculture instructor, stated to the group at the time of the panel: "My greatest satisfaction as an agriculture instructor comes from seeing the success of these young men who were all former high school Future Farmer students of mine, and to feel that perhaps I have had some small part in their success. It is also a pleasure to know that I have

their personal friendship, and to know that they continue to have a loyalty to the Dixon high school agriculture department, and are ready and willing at all times to assist in the improvement of our community's agricultural program. That is the real 'pay off' for any efforts that I may have put forth as an agriculture teacher."

We need many more vocational agriculture teachers with that spirit of "service" to their communities. We also need many more "Young Farmer" chapters in California and in the nation, for our job is only partially completed when the Future Farmers finish their high school programs. Our job as vocational agriculture instructors has not been completed until we are certain that our Future Farmers have become successfully established in farming. Due to the interruption of military service, high prices for land, equipment, and for many other reasons, that goal cannot be achieved in much shorter time than ten years following high school graduation in an ever increasing number of cases. Let us realistically accept the challenge to follow up and assist our Young Farmers to become successfully established in farming so that we can look back in future years upon a "job well done" in our respective communities.

We need more agriculture teacher conferences, and workshops where "Young Farmers Teach Agriculture Teachers."

Aspects of the pre-service professional curriculum

(Continued from Page 272)

- vide useful and meaningful experiences as well as a part of the capital goods needed for eventual establishment in farming.
5. Advise the chapter of Future Farmers of America and assist in extra-curricular activities when possible to the end that all students may participate in a broad program of activities which will provide experience in democratic citizenship.
6. Teach adult and young farmers, using the same educational principles as in teaching high school classes with the objective of developing better farmer-citizens.
7. Participate intelligently in the affairs of the community and develop desirable attitudes on the part of the community toward the school and the program of vocational agriculture.
8. Guide and counsel individual students of all age groups, recognizing their individual differences and thereby assisting them in becoming better adjusted to their social and physical environment.
9. Plan and organize the physical facilities required for effective learning, adapting them to the needs of the learners as well as to the available community resources.
10. Make a contribution to the profession through the exemplification of high ethical standards and worthy ideals of service and by leadership in professional organizations as well as through a program of personal professional improvement.

Wisconsin young farmers

J. A. JAMES, Teacher Education, University of Wisconsin



J. A. James

DURING the year 1950-51, Wisconsin teachers of vocational agriculture held 154 Young Farmer Courses in 140 schools with a total enrollment of 2,794 and 2,996 meetings or an average of eighteen persons per class and just under twenty meetings per course.

With the call to armed service for young men, the problem arose as to whether it was possible to have young farmer courses in 1951-52. A questionnaire was sent to each instructor and information was collected as of October 1, 1951. Reports were received from 87 of the 140 schools.

Of young farmers reported 371 or 24.6% were married and had 379 children. The range of age was as follows with the largest number being in the 21-24 year age group.

Age	Persons	Per Cent
18 years or under	45	3
18-20	518	34
21-24	613	41
25-30	235	15
Over 30	55	3.5
Not reported	41	2.5
Total	1507	100%

What is the educational background of this group was the next question and are former agricultural students of the department being followed to establishment in farming. One thousand one hundred eighteen (1,118) or 74% were high school graduates and 105 had attended college or the Farm Short Course of the Wisconsin College of Agriculture and thirteen were in college attendance this fall. The following indicates the high school agricultural work prior to attending the Young Farmers Course.

No agriculture in high school	367 persons	24.5%
One year of agriculture	71	4.7
Two years of agriculture	111	7.4
Three years of agriculture	114	7.5
Four years of agriculture	757	50.
No report	87	5.7
Total	1,507 persons	100 %

Slightly over 50% of these young men had four years of vocational agriculture and 1,053 or 70% had vocational agriculture in high school. Evidently, the high school instruction was challenging and they were continuing in the path

to future farming.

The first objective had been to find if the young men were available for Young Farmer Courses during the winter of 1951-52. It was found that the number who had joined the armed forces varied from none to eight persons per school or in this case eight of fourteen young men, or 57%, were in service October 1st. For the 140 schools, there were 135 or 8.9% in armed services. The distribution according to occupational status on October 1, 1951 was as follows.

	Persons	Per Cent
Armed forces	135	8.9
Partnerships		
On home farm 440		
On other farms 12	452	29.8
Hired men		
On home farm 349		
On other farm 47	396	26.1
Allowance on home farm	152	10.1
Managers		
Of home farm 144		
Other farm 3	147	9.7
Farm owner	75	4.8
Renter		
Home farm 8		
Other farm 65	73	4.8
Related agriculture	51	3.4
Non-agricultural work	42	2.8
Students in college	13	0.8
Miscellaneous or not reported	18	1.2

This total is slightly more than the enrollment for a few men were listed in two positions, such as a man hired at home but also a renter of farm near home. Some may suggest that as owners, renters, partnerships and managers, they should be in the Adult School. It must be remembered that young men wish to continue with others of their own age and do not easily shift groups. Eighty-five per cent are on farms, 8.9% in the armed forces and of those men in non-agricultural positions, many have taken winter jobs off the farm and will return in the spring to farm work. A much larger group of young men are not being met in young farmer courses, but evidently in Wisconsin the young farmer courses are composed largely of former vocational students.

Making the best use of district meetings

(Continued from Page 271)

4. Invite guests to the meeting when a special feature is planned. Frequently, extension workers, school administrators, and school board members enjoy meeting the group and participating in the discussions.
5. Hold the meeting at such a time and place that everyone can conveniently attend. This may be in a home, or the members may choose

A thumbnail sketch of current research on Ohio farm veterans training



L. B. Fidler

ON May 15th the schools of Ohio will have participated in six years of Veterans Institutional On-Farm Training. Legislation is now pending to provide training for Korean veterans. Any future program should take into account the strong and weak points of

the present program, as determined by careful research. National, regional, and state studies are under way; Ohio is participating in all three.

The North Central Regional Study, in which Ohio participated along with ten other states, has progressed to the point where some interesting facts have been revealed. Among others, the following facts relating to Ohio veterans appear significant:

Per Cent	Ohio	Region
Under 25 years of age	23	18
Partner or sharecropper	26	16.5
Hired Hand	19	12.3
Had completed grades		
9-12	68.7	54.7
No vo-ag training	55.2	67.5
4 years vo-ag training	13.7	6.5
No Adult or Young Farmer training	71.7	82.7
Willingness to pay taxes for adult training in schools	53.33	53.85
Desire to continue in a similar program without subsistence	65.	62.94

Additional significant facts should be revealed in an Ohio Study in progress by J. H. Lintner, District Supervisor for Veterans Institutional On-Farm Training. Mr. Lintner's findings will soon be compiled as a Ph.D. dissertation.

L. B. FIDLER

to meet in a centrally located hotel or restaurant. Some groups prefer to meet on Saturdays occasionally. When a time and place of meeting has been agreed upon, most agricultural instructors will give this meeting high priority over local functions that may develop.

6. The beginning teacher, having most to gain from district meetings, should observe and learn the first year without carrying the responsibility of an office, and certainly not the presidency.

A well-organized and conducted series of district vocational agriculture teachers' meetings can continue to make a real contribution to the educational program of the State.

Plans and Program for Volume 25

W. A. SMITH, Teacher Education, Cornell University

AGRICULTURAL Education Magazine begins its "silver anniversary" year as Volume 25 gets underway with the July issue. Under the competent leadership of the past and the excellent support accorded the Magazine on the part of those it serves it has developed into a publication needing no drastic change as the new volume and a new staff continue an uninterrupted period of publication.

Your new staff is mindful of the statement in the editorial mast-head of the Magazine that it is for teachers of agriculture. Any changes to be made in content or policy therefore should be governed by that fact. None such seem to be identified at this time but because you, the readers, may have suggestions from time to time which may not become known otherwise, it is planned to provide space each month for suggestion of problems and topics which you desire to have treated in the Magazine. The main reason for providing this opportunity for your expression is to bring to the attention of teachers and others a suggestion of topics about which they might prepare articles. Also, this could be a useful pool of ideas from which to identify themes for future volumes of the Magazine.

Many teachers, busy as they are, may have neither the time nor inclination to prepare an article for the magazine in the usual length and scope. However, any teacher is likely to have an item of interest and value for others for which an opportunity to express it would seem to be desirable. Volume 25 will include such opportunity under the heading "Tips That Work," a place to tell others of some procedure, device, activity or idea which you have proved to be advantageous to you and which you want to pass on to others in as few words as it takes to tell about it.

Another proposal for Volume 25 seeks to make the Magazine as available as is feasible to the program and activities of the National Vocational Agricultural Teacher's Association. There is no thought here that the pages of the Magazine will supplant the timely bulletins of the N.V.A.T.A. but merely that additional opportunity may be provided to bring to your attention the program of the organization insofar as is it is practical to do so.

Volume 25 is planned around a series of themes by months as follows:

July—Promoting Public Relations—News-writing, Photography and Radio.

August—Promoting Public Relations—Exhibits, Demonstrations, Contests and Fairs.

September—Starting the New School Year.

October—Community Relationships and Participation.

November — Serving Out-of-School Groups.

December—Improving the F.F.A. Chapter.

January—Relationships with Other Agricultural Agencies.

February—Supervisory Assistance.

March—Professional Improvement.

April—Teacher Selection and Recruitment.

May—Evaluating the Local Program.

June—The Summer Program.

If any of these themes suggest to you an appropriate topic for a story that you wish to tell or a problem about which you want to express your views make a note of it now and plan to get your contribution to the Special Editor in your Region or directly to the Editor. Please bear in mind that Publications must adhere to a schedule. Copy for the Magazine must be in the hands of the Editor three months in advance of the publication date, which is the first of each month.

Don't let the announced themes for the 25th year deter you from contributing. If you have a story or a topic on which you wish to write but may not fit under any of the themes listed, it will always be welcomed and used if at all possible to do so. In fact there are always items of interest and value to be included for which no set of themes would be adequate.

It may seem trite to say that Agricultural Education is your Magazine, but the repetition of that statement is as appropriate as any to convey to you the attitude with which the staff for Volume 25 approaches its task.

In the end the things that count are the things you cannot count.

There isn't any pay day for laboring under a delusion.

Rural school survey

A recent nationwide survey of rural schools by the *New York Times* indicates that many states are neglecting their children. It shows that about half the nation's 26 million public-school children attend rural schools. During the next ten years the rural nonfarm population is expected to increase by 67 per cent.

Visits to representative rural schools disclose almost shocking conditions. Nearly 3½ million children are being deprived of adequate education because of inadequate buildings, poorly-trained teachers, double sessions, and part-time instruction. It is not unusual in rural areas to find children attending schools a century old, poorly ventilated, unsanitary—even firetraps.

Although there are large numbers of well-trained, competent, hard-working rural teachers in the nation today, at the same time some of the worst teachers are found in rural areas.

The survey revealed one bright spot in rural education: the reorganization of school districts and the consolidation of rural schools. These schools are disappearing at the rate of about 7,500 a year.

"Man's intelligence and spirit grow in a process of interaction with environment. Such growth and development result from continuous adjustment, and the conception of new and fruitful ways of doing things. The school which develops a new generation of problem-solvers is providing the experience, guidance and help necessary to this continuous process. Such a school is logically and inevitably immersed in a deep concern with environment and man's relation with it. This school knows that people's surroundings affect their ability to learn and grow and that people cannot develop their fullest capacities in a deteriorating environment. It is, therefore, deeply concerned with the continuous improvement of that environment."—From *Schools Are Obligated to Improve Community Resources* by Henry F. Becker.

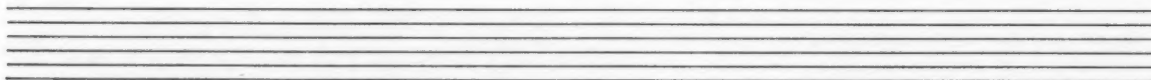


The Future Farmers Chapter at Kenmare, North Dakota recently bought these two registered Hereford heifers to improve the farming programs of its members. The local chapter also owns seven Columbia ewes, three registered Duroc gilts, and two boars. Through these projects we are improving the livestock in the community, interesting the boys in livestock and give the chapter a nice source of income. It also puts learning on the doing level.

The Agricultural Education Magazine

INDEX TO VOLUME XXIV

July, 1951 - June, 1952



CONTENTS

EVALUATION	LOCAL PROGRAMS
FARMER CLASSES	METHODS AND MATERIALS
FARM MECHANICS	PROFESSIONAL
FARMING PROGRAM	MISCELLANEOUS
FUTURE FARMERS	PERSONAL
BOOK REVIEWS	

EVALUATION

	Year 1951
An Evaluation of the Institutional On-Farm Training Program in Arkansas—H. G. Hotz, Research Specialist, University of Arkansas.....	July
Adjusting Training to Needs—Dean Lee, Teacher, New Salem, Massachusetts.....	October
Techniques and Procedures—Melvin W. Cooper, Assistant Supervisor, Veterans On-the-Farm Training, Madison, Wisconsin.....	November
	Year 1952
Experiences and Performance—David Ross McClay, Teacher Education, The Pennsylvania State College.....	January
Does It Pay?—E. O. Bolender, District Supervisor, Columbus, Ohio.....	February
Channelling Research Into Action—George P. Deyoe, Teacher Education, University of Illinois.....	April
Student Rating Scale—George Makel, Teacher, Blanchard, Michigan.....	April
How About the City Boys?—Herschel M. Collins, Cadet Teacher, Colusa, California.....	April
Securing Good Farming Programs—H. W. Deems, Teacher Education, University of Nebraska.....	April
Determining the Farm-Job Experiences—E. E. Clanin, Teacher Education, Purdue University.....	April
Let Them Evaluate—Lloyd J. Phipps, Teacher Education, University of Illinois.....	April
Measurement and Evaluation—Harry W. Kitts, Teacher Education, University of Minnesota.....	April
Evaluation of a Program of Vocational Agriculture—D. R. Purkey, Supervisor, Ohio.....	April
Evaluation of Pre-Service Curriculum (Part I)—Ralph J. Woodin, Teacher Education, The Ohio State University.....	April
Evaluation of Pre-Service Curriculum (Part II)—Ralph J. Woodin, Teacher Education, The Ohio State University.....	June
Whither Testing and Evaluation?—Robert F. Coffin, Graduate Student, University of Vermont.....	June

FARMER CLASSES

	Year 1952
The Cooperative Approach to Adult Farmer Education in the Wausau Community—Eugene Lehrman and Staff, Wausau Vocational School, Wausau, Wisconsin.....	July
Adults Want to Learn—John A. Mack, Director of Adult Education, Ithaca, New York.....	July
Young Farmers on Parade—Elvin Downs, Supervisor, Salt Lake City, Utah.....	July
Utah Young Farmer Chapter Purchases Sawmill—Fred H. Cornaby, Area Supervisor, Richfield, Utah.....	August
Working with Farmers—Harry W. Kitts, Teacher Education, University of Minnesota.....	September
Teaching Adult Groups—Howard Christensen, Teacher, Bunkerville, Nevada.....	September
Evening School Approach—George A. Peterson, County Supervisor, Virginia, Minnesota.....	September
Leadership Without Involvement—Nathan Knight, Teacher, Bellows Falls, Vermont.....	October
Ohio Association of Young Farmers of America Is Formed—Ralph E. Bender, Teacher Education, Ohio State University.....	October
Contributions to Farm Family Living.....	November
Success Is a Family Venture—Frank C. Jackson, Jr., Instructor of Veterans Training, Puyallup, Washington.....	November
Factors Affecting the Progress of Veterans—J. C. Atherton, Teacher Education, University of Arkansas.....	November
Local Y.F.A. Fills Need—H. K. Rutledge, Teacher, Fairfield, Oklahoma.....	November
Advisory Committees in the Veterans' Program in Indiana—Earl Wilson, Department of Public Instruction, Indianapolis, Indiana.....	November
Involve Farmers—Burton W. Gregg, Teacher, Brattleboro, Vermont.....	November
School Leavers.....	December
Short Courses Are Not Enough—L. B. Fidler, Special Supervisor, Ohio.....	December
Adult Farmer Education—H. W. Sanders, Teacher Education, Virginia Polytechnic Institute.....	December
Veterans Take Over—R. R. Denson, Jr., Area Supervisor, I.O.F. Training Program, Florida.....	December
Farm and Home Plan—Fred H. Cornaby, Supervisor, Richfield, Utah.....	Utah
An Experimental Grass Plot—James Yardley, Instructor of Veterans, Panguitch, Utah.....	December
	Year 1952
The Subsistence Issue—Cedric A. Lafley, Supervisor, Vermont.....	January
Veterans Teach Safety—L. B. Fidler, Supervisor, State Department of Education, Ohio.....	January
Young Farmer Education—R. W. Canada, Teacher Education, Colorado A & M College.....	February
Increasing Service to the Community—Charles Langdon, Assistant State Supervisor of Michigan.....	March
Varied Programs for Young Farmers—Jack Putnam, Executive Secretary, F.F.A., Oklahoma.....	March
Watseka's Agriculture Council—Robert C. Grant, Principal, Watseka Community High School, Illinois.....	March
Public Relations in the Farm Veteran Program—Paul Hartsook, Veterans' Supervisor, Ohio.....	May
Young Farmers Teach Agriculture Teachers—Byron J. McMahon, Supervisor, California.....	June
Wisconsin Young Farmers—J. A. James, Teacher Education, University of Wisconsin.....	June
A Thumbnail Sketch of Current Research on Ohio Farm Veterans Training—L. B. Fidler, State Supervisor, Columbus, Ohio.....	June
Arizona I.O.F. Program—Dan J. Chavez, Assistant Professor, Arizona State College.....	June
	Year 1951
Farm Shop Teaching Aids—A. C. Kennedy, Teacher Education, Ohio State University.....	October
Teaching by Accidents—C. S. Anderson, Teacher Education, Pennsylvania State College.....	November
Unit Course in Electricity—Val Thoenig, Editor, REA News, Eugene, Oregon.....	November

FARM MECHANICS

	Year 1952
Insurance for Electric Power—Edward O. Eaton, Graduate Student, Cornell University.....	February
Rural Electrification—E. W. Foss, Professor of Agricultural Engineering, Cornell University.....	February
Can You Prove You Have Taught Shop Safely?—Dwight L. Kindschy, Teacher Education, University of Idaho.....	April
An All-Out Program in Farm Engineering—A. E. Ritchie, Teacher Education, Ohio State University.....	May

FARMING PROGRAMS

	Year 1951
Growing Into Farming Through Vocational Agriculture—Bryan B. Bundy, Teacher, Lapwai, Idaho.....	August
A Chart for Studying Supervised Farming Programs and Home-Farm Businesses in Tennessee—Henry L. Taylor, Teacher Education, Tennessee A. and I. State College.....	September
Toward Quality Farming Programs—Raymond A. Garner, Teacher Education, Michigan State College.....	September
Father and Son Farming Arrangements—J. Robert Gridley, Graduate Student, Cornell University.....	November
More Than Improved Practices—Donald Meaders, Teacher Wilbur, Nebraska.....	November
	Year 1952
Paths to Farm Operatorship—H. P. Sweany, Teacher Education, Michigan State College.....	January
Secrets of Profitable Farm Visits—William H. Knight, Teacher of Farm Veterans, Gaylord, Michigan.....	January
Farm Placement Opportunities—Harry T. Miller, Teacher, Frederick, Maryland.....	January
Improved Supervised Farming—George P. Deyoe, Teacher Education, University of Illinois.....	January
Using the Group Project—Elwyn Miller, Graduate Assistant in Education, Michigan State College.....	February
Farming Programs Which Lead to Establishment—Henry L. Polis, Teacher, Stanwood, Washington.....	February
Diary, Dear Diary—Don Hadley, Teacher, Ohio City, Ohio.....	February
On-Farm Instruction in Vocational Agriculture—D. W. Parsons, West Virginia University.....	March
Strengthening Supervised Farming—David Hartzog, Teacher Education, State College of Washington.....	April
That Primary Aim—"To Establish Young Men in Farming"—Otto A. Dillon, Teacher, Tucumcari, New Mexico.....	May

FUTURE FARMERS

	Year 1951
National F.F.A. Contests—Plans and Major Changes for 1951—E. J. Johnson, Program Planning, U. S. Office of Education.....	July
A Toast to the Monticello F.F.A. Chapter—F. Rogers Constance.....	July
What Helps a Boy Get Ahead in Agriculture—Maurice Pearson, Teacher, Moses Lake, Washington.....	August
Mt. Ayer Chapter Maintains Contact with Former Members—R. E. Hauptman, Teacher, Mt. Ayer, Iowa.....	August
Training for Rural Leadership—Edmund Haugen, Teacher, Clarkston, Washington.....	October
F.F.A. Members Take Lead—William J. Lord, Teacher, Walpole, New Hampshire.....	October
Benefits from Parliamentary Procedure Contests—W. F. Stewart, Teacher Education, Ohio State University.....	October
Practice in Cooperation—John Safford, Teacher, Walla Walla, Washington.....	October
First F.F.A. Jacket—J. H. Lintner, Supervisor, Veterans Program, Ohio.....	October
Parents All Important in Program for Future Rural Leaders—B. R. Mills, Teacher, Live Oak, Florida.....	November
Financing the F.F.A. Chapter—Paul C. Dunkelberger, Teacher, Kutztown, Pennsylvania.....	November
100% Participation—Roy Eck, Teacher, Effingham, Kansas.....	November
Future Farmers of America—E. W. Garriss, Teacher Education, University of Florida.....	November
Teaching Livestock Efficiency Through a Cooperative Project—Clyde E. Fry, Teacher, Clinton, Illinois.....	December
	Year 1952
A Study of the Occupational Status of State Farmer Degree Members in Kansas—Frank R. Carpenter, Teacher, Beloit, Kansas.....	January
The F.F.A.—C. S. McLearn, Teacher Education, Virginia Polytechnic Institute.....	January
F.F.A. Strengthens Instructional Program—George W. Sledge, Teacher, Millbrook, North Carolina.....	January
Farm Safety Award—M. B. Jordan and W. C. Geiger, Teachers, Fort Pierce, Florida.....	January
Let's Judge Soil—Guy A. Stockdale, Teacher, Panora, Iowa.....	February
Banquets as Teaching Opportunities—W. F. Stewart, Teacher Education, The Ohio State University.....	March
F.F.A. Chapter Check-Up—Joe Duck, Teacher Education, Missouri.....	April
The F.F.A. Advisory Committee—George C. Willardsen, Teacher, Ephraim, Utah.....	April
A New Conception of Junior F.F.A.—Robert Bledsoe, Teacher, Pine Bluffs, Wyoming.....	May
F.F.A. Hazing—Lloyd J. Phipps, Teacher Education, University of Illinois.....	May
More Help for State Officers—W. G. Weiler, Supervisor, Ohio.....	May
The Importance of Learning Experiences—Walter T. Bjorker, Teacher Education and Daniel W. Scheid, Teacher, Kewaskum, Wisconsin.....	June

LOCAL PROGRAMS

	Year 1951
A Vocational Agriculture Program for National Defense—Carnie Hammonds, Teacher Education, University of Kentucky.....	July
Emphasis on Planning.....	July
Course of Study and Curriculum—George F. Ekstrom, Teacher Education, University of Missouri.....	July
Long-Time Programs—Glen Ziegler, Teacher, Mt. Baker, Washington.....	July
A Basic Curriculum . . . Developed by Hawaii Teachers—Charles W. Lum, Teacher, Kaimuki High School, Honolulu T. H., chairman, Hawaii Agricultural Curriculum Committee.....	July
Practical Agricultural Education—Harold S. Tate, Fulbright Lecturer in Vocational Education in the Philippines.....	July
Teachers Can Make Vital Contributions to the Guidance Program—Paul F. Spraggs, Teacher, Halifax, Virginia.....	August
Strengthen our Contributions.....	September

Education Sets Sight on Problems Within the Community—Reba Burdahn, Director Resource-Use Education, College of Education, University of Georgia	September
Specialization is not Enough—James H. Pearson, U. S. Office of Education	September
New Facilities—A Challenge to a Better Job—B. X. Horner, Teacher, Lewes, Delaware	September
Using Local Leadership to Strengthen Agricultural Education—Paul Gray, Teacher, Eaton, Colorado	October
Integrated Instruction in Vocational Agriculture—Wallace H. Elliott, Teacher Education, University of Maine	November
Why an Advisory Council—Donald J. Giroir, Student, Louisiana State University	November
Vocational Agriculture as Life Adjustment Education—M. W. Worthington, Teacher, Fort Lauderdale, Florida	November
The Centralized High School and Vocational Agriculture—J. C. Lane, Teacher, Brooksville, Florida	December

Year 1952

Planning Instruction for Successful Establishment in Farming—A. G. Bullard, Subject Matter Specialist, State Department of Public Instruction, North Carolina	January
Community Farms as the Laboratory—John Griffith, Teacher, Toppenish, Washington	February
The Rural Community	March
The Community is Your Laboratory—Glenn C. Parker, Superintendent of Schools, Walker, Minnesota	March
The Summer Program of Work of Vocational Agriculture Instructors—Dick V. Fagan, Graduate Student, Montana State College	March
The Needs of a Democratic Society—R. C. Sutliff, Supervisor, New York	March
Vocational Agriculture for School and Community—M. D. Hartsook, Superintendent of Schools, Hillsdale, Ohio	March
An Advisory Committee Develops Community Support—J. Paul McIntosh, Teacher, Newman Grove, Nebraska	March
Serving Part-Time Farmers—Gordon S. Struble, Teacher, Lambertville, Michigan	May
Leaders or Followers—Irving E. Bach, Teacher, Freehold, New Jersey	May

METHODS AND MATERIALS

Year 1951

Resource Units Developed By Teachers in Hawaii—Clarence R. Ferdun, Director of Agricultural Education, Hawaii	July
Organizing Learning Activities—Robert Howey, Teacher, Newark, Illinois	July
School Farms in the North Atlantic Region—Arthur M. Ahalt, Teacher Education, University of Maryland	July
Facilities to Carry On the Program in Vocational Agriculture—H. E. McCracken, Teacher, Bluffton, South Carolina	July
A Guidance Program—John Dodds, Teacher, West Lebanon, New Hampshire	August
Guidance for the "Misfit" in Vocational Agriculture—Alfred H. Krebs, Teacher, University of Illinois, Urbana, Illinois	August
Guidance for Citizenship—Kenneth W. Milligan, Teacher, Stockbridge, Massachusetts	August
Guidance and Placement in Agricultural Education—Harold M. Bryam and Kenneth G. Nelson, Teacher Education, Michigan State College	August
Television in Vocational Agriculture—Melvin R. Mohler, Teacher, North Bend, Nebraska	August
Factors in Improving Learning—Charles O. Neidt, Department of Educational Psychology and Measurements, University of Nebraska	September
Procedures and Methods—Cassie Hammonds, Teacher Education, University of Kentucky	September
Using the Local Situation in Teaching—C. E. Richard, Teacher Education, V.P.I., Blacksburg, Virginia	September
Objectives and Problem Solving—Lloyd J. Phipps, Teacher Education, University of Illinois	September
School Farms in Maryland—H. M. McDonald, Supervisor, Maryland	September
Some Should Go to College—W. W. Miles, Teacher, Damascus, Maryland	October
How Interesting is Your Teaching?—J. L. Perrin, Supervisor, New Mexico	October
Use Teaching Aids—P. F. Pulse, District Supervisor, Vocational Agriculture, Columbus, Ohio	October
A Farm for the Community School—C. Oscar Loreen, Supervisor and Teacher Education, University of Washington	November
No Utopia	December
Profits vs. Family Goals	December
What Emphasis . . . In Farm Management Teaching?—Raymond R. Benake, Associate Professor of Farm Management, and Dudley L. Peery, Graduate Student, Iowa State College	December
Aerial Photography—Duane W. Dalglish, Teacher, Owosso, Michigan	December
Teaching Farm Management—John W. Perkins, Teacher Neillville, Wisconsin	December
Problems of Teaching Farm Management—S. Edward Wilmot, Teacher, Fillmore, New York	December
Training in Horticultural Business Methods—Nathan H. Clark, Teacher, Essex County Agricultural School, Hathorne, Massachusetts	December
Farm Management Teaching—Duane M. Nielsen, Teacher, Auburn, Nebraska	December

Year 1952

Dated But Not Outdated	February
Teach for Tomorrow—David Archer, Teacher, Golden City, Missouri	February
Today's Research Shapes Tomorrow's Farming—Byron T. Shaw, Deputy Administrator, Agricultural Research Administration, U. S. Department of Agriculture	February
What Teaching Material to Use?—T. A. Dunning, Teacher, St. Paul, Nebraska	February
Securing Instruction on Field Trips—Stanley Wall, Teacher Education, University of Kentucky	February
Prune Curriculum—Roland L. Essman, Teacher, Scotia, Nebraska	February
Protecting Bulletins and Circulars—Elwood M. Juergenson, Teacher Education, University of California	February
Chart Making Techniques and Materials—R. J. Woodin, Ohio State University	February
Changing Farming in the Community—H. E. Hunter, Teacher, White Swan, Washington	March

Influence Home Life to Improve the Rural Community—Alden C. Ballard, Teacher Farm Veterans, Belchertown, Massachusetts	March
Informing the Local Community—Paul F. Spraggs, Teacher, Halifax, Virginia	March
An Appraisal of Teaching Methods—Leo L. Knuti, Teacher Education, Montana State College	March
Better Teaching—Still the Greatest Need!—Walter T. Bjoraker, Teacher Education, University of Wisconsin	May
Recent Research in Group Dynamics—S. S. Sutherland, Teacher Education, University of California	May
Experimental Plot Work on Alfalfa Varieties—Elden D. Westergard, Teacher, Chatteray, Washington	June

PROFESSIONAL

Year 1951

State Associations—Neil Johnston, Teacher, Clarinda, Iowa	July
Teaching Load and Quality Teaching	August
Teacher Placement—H. B. Swanson, U. S. Office of Education	August
Nebraska Vocational Agriculture Teachers' Association Solves Vital Problems of Teachers—W. L. Ruden, Teacher, Oshkosh, Nebraska	August
Intentions . . . Honorable—G. F. Ekstrom, Teacher Education, University of Missouri	August
Vocational Agriculture and General Education—F. W. Stemple, Dean of Education, West Virginia University	September
Leadership is Everyone's Concern	October
Teachers are Leaders—T. J. Horne, Teacher Education, Virginia	October
I am Glad I Taught Vocational Agriculture—Earl Kantner, Teacher, Ansonia, Ohio	October
Teacher Preparation in Agricultural Education—J. Bryant Kirkland, Dean, School of Education, North Carolina State College	October
Michigan's "10 and 20 Year Club"—Waldo Proctor, Teacher, Walled Lake, Michigan	October
Stay Home Nights and Live Longer—C. S. Anderson, Teacher Education, The Pennsylvania State College	October
Keeping Up on Technical Agriculture—P. S. Barton, Teacher Education, University of New Hampshire	October
A.V.A. Convention—Minneapolis, Minnesota	November
What I Expect of a Vocational Agriculture Program—Vincent W. Miller, Superintendent of Schools, Pasadena, Texas	November
Agricultural Economics for the Vo-Ag Teacher—C. A. Bratton, Associate Professor of Farm Management, Cornell University	December
Assistance Needed by First-Year Teachers—M. J. Scott and L. J. Phipps, Teacher Education, University of Illinois	December
Characteristics of Superior Teachers of Vocational Agriculture—N. L. Dillard, Principal, Yanceyville, North Carolina	December

Year 1952

Decision Making	January
Vocational Education and the Individual—Raymond M. Clark, Teacher Education, Michigan State College	January
Summer Experiences in Student Teaching—Edwin Jaenke and Charles W. Fechtig, Senior Students, Agricultural Education Division, University of Illinois	January
In-Service Training—J. C. Atherton, Teacher Education, University of Arkansas	February
Rugged Individualism Again—Carl G. Howard, Teacher Education, New Mexico	February
Quick Returns from In-Service Training—T. J. Horne, Teacher Education, Virginia Polytechnic Institute	February
Conferences with Local Administrators—L. M. Sasman, Supervisor, Wisconsin	March
Administration and Supervision—W. A. Smith, Teacher Education, Cornell University	March
Rewarding Merit	April
Looking to the Future	May
Adult Education Association Sponsors New Developments	May
Studies in Progress in Agricultural Education	May
The Central Luzon Agricultural College Curriculum in Agricultural Education—Arcadio G. Matela, President, Central Luzon Agricultural College	May
Leadership—A Challenge—Guy E. Timmons, Teacher Education, Michigan State College	June
Not Alone	June
The Ohio Plan of Public Relations in Vocational Agriculture—L. F. Crabbe, Teacher, Mowrystown, Ohio	June
Teacher Welfare—C. W. Hill, Teacher Education, West Virginia University	June
Appraising the In-Service Education—V. Ray Cardozer, Graduate Student in Agricultural Education, Ohio State University	June
Making the Best Use of District Meetings—C. Oscar Loreen, Teacher Education, The State College of Washington	June

MISCELLANEOUS

Year 1951

Volume 24	July
Illinois Advisory Groups Get Together—Marshall J. Scott, Teacher Education, University of Illinois	July
Our Cover	July
No Housing Shortage Here—C. C. Scarborough, Teacher Education, North Carolina State College	July
Pictures of the Month	July
The Agricultural Education Magazine Index to Volume XXIII—July, 1950 to June, 1951	August
Curtain Time	September
Our Cover	September
State Film Library Helps Veterans' Teachers—Grady Turner, Publications, State Department of Education, Baton Rouge, Louisiana	September
Pictures of the Month	September
Pictures of the Month	October
CARE Fact Sheet	November
Our Cover	November
Pictures of the Month	November
Pictures of the Month	December
The Indispensable Farm Tool—Henry S. Johnson, Director of Information, Farm Credit Administration of Columbia, Columbia, South Carolina	December
Tips for Teachers—G. H. Salisbury, Teacher, Sidney, New York	December

	Year 1952
Contributions to Magazine in 1951.....	January
Adult Education Association.....	January
Our Cover.....	January
Pictures of the Month.....	January
Our Cover.....	February
Pictures of the Month.....	February
Our Cover.....	March
Pictures of the Month.....	March
Our Cover.....	April
Pictures of the Month.....	April
How Scotland Trains Her Young Farmers—Basil Gibsons.....	May
Plans and Program for Volume 25—W. A. Smith, Teacher.....	June
Education, Cornell University.....	June
Our Cover—J. E. Hamilton, Teacher, Audubon, Iowa.....	June
Index to Volume XXIV.....	June
Pictures of the Month.....	June

PERSONAL

	Year 1951
N.V.A.T.A. Officers 1950-1951.....	July
Instructor Has His Week.....	August
Anderson Awarded Fulbright Grant to England.....	December
	Year 1952
Focusing on New Sights—C. S. Anderson, Teacher Edu- cation, The Pennsylvania State College.....	February
Bass Becomes Supervisor Vocational Agriculture in Virginia.....	February
Introducing Agricultural Education's New Staff.....	March
Alva Tabor.....	May

Davenport Appointed.....	June
Nylund on Leave.....	June
Kelly on Assignment in India.....	June

BOOK REVIEWS
(Reviewed by A. P. Davidson)

	Year 1951
Form Welding—Arc and Oxyacetylene Welding by Marvin M. Parker.....	July
Fundamentals of Horticulture by J. B. Edmond, A. M. Musset and F. S. Andrews.....	September
Forage and Pasture Crops, by W. A. Wheeler.....	September
Approved Practices in Beef Production, by E. M. Juergenson.....	September
Forages—The Science of Grassland Agriculture, edited by H. D. Hughes, Maurice E. Heath, and Darrel S. Metcalfe.....	September
Winning Future Farmer Speeches, Volume 1, comments by R. D. Purkey.....	October
	Year 1952
Animal Nutrition, by Leonard A. Maynard.....	February
Beef Cattle Husbandry, by M. E. Ensminger.....	February
Elements of Plant Protection, by L. L. Pyenson.....	February
C. Klingman, and Dale E. Wolf.....	February
Principles of Milk Production, by William Barbour Nevins.....	March
Agricultural Marketing, by Frederick Lundy Thomsen.....	March
Citizens' Committees in the Public Schools, by H. M. Hamlin.....	May
Livestock Health Encyclopedia, edited by Rudolph Seiden.....	May
Farm Electrical Equipment Handbook, by C. N. Turner.....	June
Repairing and Constructing Farm Buildings, by J. C. Wooley.....	June
Raising Swine, by George P. Deyoe and J. L. Kridler.....	June

Agricultural Education Magazine

INDEX TO AUTHORS, VOLUME XXIV

July, 1951 - June, 1952

Author	Page	Author	Page	Author	Page
Ahalt, Arthur M., Teacher Education.....	14	Gray, Paul, Teacher.....	77	Milligan, Kenneth W., Teacher.....	31
Anderson, C. S., Teacher.....	82, 113, 180	Gregg, Burton W., Teacher.....	112	Mills, B. R., Teacher.....	106
Archer, David R., Teacher.....	171	Gridley, J. Robert, Graduate Student.....	100	Mohler, Melvin R., Teacher.....	46
Atherton, J. C., Teacher.....	102, 178	Griffith, John, Teacher.....	175	Neidt, Charles O., Teacher Education.....	53
Bach, Irving, Teacher.....	263	Hadley, Don, Teacher.....	188	Nielsen, Duane M., Teacher.....	132
Ballard, Alden C., Teacher.....	198	Hamilton, James E., Teacher.....	281	Parker, Glenn C., Superintendent of Schools.....	197
Barton, P. S., Teacher Education.....	88	Hammonds, Carsie, Teacher Education.....	56	Parsons, D. W., Teacher Education.....	212
Bender, Ralph E., Teacher Education.....	83	Hartsook, M. D., Superintendent.....	213	Pearson, James H., U. S. Office of Education.....	56
Benke, Raymond R., Associate Professor.....	124	Hartsook, Paul, Supervisor.....	262	Pearson, Maurice, Teacher.....	29
Bjorker, Walter T., Teacher Education.....	243, 286	Hartzog, David, Teacher Education.....	224	Peery, Dudley L., Graduate Student.....	124
Bledsoe, Robert, Teacher.....	247	Haugen, Edmund, Teacher.....	80	Perkins, John W., Teacher.....	126
Boldinder, E. O., District Supervisor.....	184	Hauptmann, R. E., Teacher.....	31	Perrin, J. L., Supervisor.....	89
Bratton, C. A., Associate Professor.....	131	Howey, Robert, Teacher.....	8	Peterson, George A., County Supervisor.....	69
Bundy, Bryan B., Teacher.....	28	Hill, C. W., Teacher Education.....	269	Phipps, Lloyd J., Teacher Education.....	60, 139, 227, 252
Burnham, A. G., Supervisor.....	150	Horne, T. J., Teacher Education.....	75, 186	Polis, Henry L., Teacher.....	183
Burnham, Reba, Director.....	55	Horner, B. J., Teacher.....	71	Proctor, Waldo, Teacher.....	81
Canada, R. W., Teacher Education.....	182	Hotz, H. G., Research Specialist.....	20	Pulse, P. F., District Supervisor.....	92
Carpenter, Frank R., Teacher.....	155	Howard, Carl G., Teacher Education.....	185	Putnam, Jack, Executive Secretary, F.F.A. Purkey, D. R., Supervisor.....	199, 234
Christensen, Howard, Teacher.....	68	Hunter, H. E., Teacher.....	198	Richard, C. E., Teacher Education.....	58
Clark, Nathan H., Teacher.....	129	Jackson, Frank C., Jr., Teacher.....	101	Ritchie, A. E., Teacher Education.....	245
Clark, Raymond M., Teacher Education.....	156	Jaenke, Edwin, Senior Student.....	165	Ruden, W. L., Teacher.....	42
Cooper, Melvin W., Assistant Supervisor.....	103	James, J. A., Teacher Education.....	275	Rutledge, H. K., Teacher.....	109
Cornaby, Fred H., Supervisor.....	47, 136	Johnson, Elmer J., U. S. Office of Education.....	22	Safford, John, Teacher.....	87
Cardozer, V. Ray, Graduate Student.....	270	Johnson, Henry S., Director.....	130	Salisbury, G. H., Teacher.....	137
Chavez, Dan J., Assistant Professor.....	282	Johnston, Neil, Teacher.....	16	Sanders, H. W., Teacher.....	134
Clanin, E. E., Teacher Education.....	225	Jordan, M. B., Teacher.....	164	Sasman, L. M., Supervisor.....	201
Coffin, Robert F., Graduate Student.....	273	Juergenson, Elwood M., Teacher Education.....	188	Scarborough, C. C., Teacher.....	23
Collins, Herschel M., Cadet Teacher.....	222	Kantner, Earl, Teacher.....	76	Scott, Marshall J., Teacher.....	17
Crabbe, L. F., Teacher.....	268	Kennedy, A. C., Teacher Education.....	91	Shaw, Byron T., Deputy Administrator, U. S. Department of Agriculture.....	172
Dalglish, Duane W., Teacher.....	125	Kindschy, Dwight L., Teacher Education.....	228	Sledge, George W., Teacher.....	163
Davidson, A. P., Teacher Education.....	19, 69, 90, 190, 211, 249, 287	Kirkland, J. Bryant, Dean.....	78	Smith, W. A., Teacher Education.....	206, 276
Deems, H. W., Teacher Education.....	223	Kitts, Harry W., Teacher Education.....	66, 232	Spragg, Paul F., Teacher.....	32, 201
Denson, R. R., Jr., Supervisor.....	136	Knight, Nathan, Teacher.....	81	Stemple, F. W., Dean.....	52
Deyoe, G. P., Teacher Education.....	158, 219	Knight, William H., Teacher.....	152	Stewart, W. F., Teacher Education.....	85, 215
Dillard, N. L., Principal.....	143	Knuti, Leo L., Teacher Education.....	235	Stockdale, Guy A., Teacher.....	191
Dillon, Otto, Teacher.....	244	Krebs, Alfred H., Teacher Education.....	30	Struble, Gordon S., Teacher.....	246
Dodds, John A., Teacher.....	27	Lafey, Cedric A., Supervisor.....	153	Sutherland, S. S., Teacher Education.....	251
Downs, Elvin, Supervisor.....	21	Lane, J. C., Teacher.....	142	Swafford, R. C., Supervisor.....	208
Duck, Joe, Subject Matter Specialist.....	230	Langdon, Charles, Supervisor.....	196	Swanson, H. B., U. S. Office of Education.....	41
Dunkelberger, Paul C., Teacher.....	117	LeBeau, Oscar R., Teacher.....	94	Sweany, H. Paul, Teacher Education.....	148
Dunning, T. A., Teacher.....	175	Lehrman, Eugene and Staff, Wausau Vocational School.....	9	Tate, Harold S., Teacher.....	12
Eaton, Edward O., Graduate Student.....	188	Lintner, J. H., Supervisor.....	95	Taylor, Henry L., Graduate Student.....	61
Eck, Roy, Teacher.....	118	Lord, William J., Teacher.....	84	Timmons, Guy E., Teacher Education.....	267
Ekstrom, George F., Teacher Education.....	4	Loreen, C. Oscar, Supervisor.....	116, 271	Thoenig, Val, Editor.....	114
Elliot, Wallace H., Teacher Education.....	104	Lum, Charles W., Teacher.....	6	Turner, Grady, Supervisor.....	54
Essman, Roland L., Teacher.....	177	Mack, John A., Teacher.....	10	Wall, Stanley, Teacher Education.....	176
Fagan, Dick V., Graduate Student.....	202	Makel, George, Teacher.....	220	Weiler, W. G., Supervisor.....	250
Fechtig, Charles, Senior Student.....	165	Matela, Arcadio G., President, Central Luzon Agricultural College.....	260	Westergard, Elden D., Teacher.....	285
Ferdun, Clarence R., Director of Agri- cultural Education.....	7	McClay, D. R., Teacher Education.....	166	Willardson, George C., Teacher.....	237
Fidler, L. B., Supervisor.....	133, 157, 275	McCracken, H. E., Teacher.....	15	Wilmot, S. Edward, Teacher.....	127
Foes, E. W., Professor.....	191	McDonald, H. M., Supervisor.....	70	Wilson, Earl, Supervisor.....	110
Fry, Clyde E., Teacher.....	128	McIntosh, J. Paul, Teacher.....	214	Woodin, Ralph J., Teacher Education.....	238, 272
Garnier, Raymond, Teacher Education.....	62	McLaren, C. S., Teacher.....	162	Worthington, M. W., Teacher.....	108
Garrin, E. W., Teacher Education.....	119	McMahon, Byron T., Supervisor.....	274	Yardley, James, Teacher.....	141
Gibsons, Basil, Writer.....	248	Meaders, Donald, Teacher.....	106	Ziegler, Glen R., Teacher.....	6
Giroir, Donald J., Student.....	107	Miles, W. W., Teacher.....	86		
Grant, Robert C., Principal.....	208	Miller, Elwyn, Graduate Assistant.....	174		
		Miller, Harry T., Teacher.....	154		
		Miller, Vincent W., Superintendent of Schools.....	107		

Editorial . . . continued from 267

Leadership a challenge

(Continued from Page 267)

not be built and maintained. All persons must be treated justly, regardless of personal feelings. You cannot treat all of your clientele alike. To do so would be assuming that all were cut from the same cloth. Study your individuals as carefully as a veterinarian studies a difficult case. When you are relatively sure of your diagnosis, apply what you feel to be the remedy. A remedy is applied to assure a cure, not merely to see a victim squirm. Hand-in-hand with fairness in awarding punishment walks fairness in giving credit when a creditable piece of work is accomplished. See that the proper reward is given. Your job is to build citizens. Here is a way of building an individual's manhood and respect.

As a teacher, you are faced with many and varied crises. *Initiative* in meeting such crises will mark you as a leader. You must have sufficient mental alertness to appreciate problems that confront you and must further possess the quick reasoning to determine what democratic changes are necessary in the already formulated plan and to put such changes into democratic action. It is better to do something and do the wrong thing than to hesitate, hunt around for the right thing to do and wind up by doing nothing at all. Having decided on a course of action, stick to it—do not vacillate.

The element of personal *dignity* is important in educational leadership. Be a friend of your society members but do not become their intimate. "Familiarity breeds contempt"—an adage well known to all teachers. Be a friend to all but exercise caution in how your friendship is obtained and maintained. Build friendship through professional respect—not through courting friendship or currying favors.

Then there is the element of *courage*—moral as well as physical. Let your judgment dictate a course of action and then adhere to it. Moral courage demands that you assume the responsibility for your own acts. Don't shift the blame for failure on your part. Uphold the profession you are in and try to improve it through your own moral and physical courage acts. Possess and portray true optimism in your work, in your country and in yourself.

Lastly, if you are to lead men and youth, study them. Learn "what makes them tick." Determine the workings of their minds. Determine wherein lies the strengths and weaknesses of each individual and utilize such knowledge to advance the cause.

GUY E. TIMMONS
Teacher Education
Michigan State College

Cover Photo

J. E. Hamilton, Teacher, Audubon, Iowa



J. E. Hamilton

sheep shearer and later sheared sheep for neighbors when not working with his corn project. His first corn project was a five-acre field of seed corn that yielded 290 bushels when harvested.

However, it was this corn production that really interested him. R. H. Palmer, Audubon's first vocational agriculture teacher, helped Carlson start an open pollinated seed corn business. He learned of cross pollinating and inbreeding. Later he experimented with crossing corn. This he continued until today he operates the Carlson Hybrid Corn Company, a million dollar a year institution that sells hybrid corn in six states.

Carlson has been very progressive and awake to the new ideas and ways of farming. Carlson's 2300 acres of Audubon County land are under Soil Conservation Service plans. Grass silage and artificial drying of crops are a regular practice on several of his farms year after year.

Anhydrous ammonia or high analysis liquid nitrogen fertilizers and irrigation for Audubon farm land were first introduced to Audubon and Iowa by Carlson.

In 1935 Carlson set a new National Corn Husking record that stood until

Whither testing and evaluation?

(Continued from Page 273)

Summary

1. Several Vermont teachers of agriculture have used, are using, and expect to continue to use teacher-made tests to measure the achievement of all-day pupils enrolled in vocational agriculture.
2. A wide use of standardized tests in Vermont vo-ag classes is not evident today. Most teachers interviewed in this study believe that there is no place for standardized tests in the evaluation program.
3. The scores made by vocational agriculture pupils on teacher-made achievement tests are used to a great extent in

1941, the last year of the hand husking contests. He is the past president of the Audubon Chamber of Commerce and the Audubon Lions Club. He also owns a weekly newspaper. Carlson has been interested in the local F.F.A. Chapter and has invited the chapter to take part in many of the company activities such as judging contests.

At the present time Carlson is developing a contest based on maximum production of animal feed units per acre. This contest, when developed will be open to all F.F.A. boys in any organized F.F.A. Chapter in Iowa.

Elmer Carlson was a charter member of the Audubon F.F.A. Chapter. He has reached great heights since he enrolled in vocational agriculture twenty-six years ago. He credits much of his success to the inspiration of his instructor of vocational agriculture, R. H. Palmer.

In 1949 Dr. Palmer, then of the University of Montana, wrote "I am proud of the success of the corn project Elmer has continued from his start in corn breeding and selection started in my class of F.F.A. work."

determining the numerical work assigned by the teacher.

4. A fairly uniform procedure for achievement testing can be used in most centers even though course objectives vary in scope and purpose.

5. A course dealing specifically with educational measurements should be required at the University of Vermont and State Agricultural College for graduation in the field of agricultural education.

Some Implications of This Study

1. More emphasis should be given by Vermont vo-ag teachers to the proper techniques of test construction.
2. Unless the teacher of vocational agriculture has adequate time (or takes time), he should not be expected to prepare effective tests.
3. Many local school administrators have imposed upon the vo-ag teacher a testing program patterned after the regular academic testing procedures.
4. The objectives of teaching vocational agriculture should be so well understood by teachers that clear, measurable, and attainable educational outcomes may be established.

Recommendations

1. Organized conferences should be offered Vermont vo-ag teachers for the purpose of reviewing and/or introducing modern concepts of testing and evaluation.
2. Whenever used, standardized tests should be *supplementary* to the local testing program.
3. Pupils enrolled in vo-ag classes need training in taking tests and in self-evaluation techniques.
4. Local school administrators should be informed by the vo-ag teachers about the evaluative criteria used in the vo-ag program.
5. Vermont teachers of agriculture should utilize to a greater degree the testing assistance offered by the state Guidance Service.



Wives and families are an important part in the success of veterans and young farmers. Interest was indicated in occasional special meetings where wives could attend and where instruction and assistance on family problems could be given.

Arizona I.O.F. program

DAN J. CHAVEZ, Assistant Professor of Farm Management, Arizona State College



Dan J. Chavez

PRODUCTION-TYPE instruction aimed at solving specific farm problems should continue to receive major emphasis in Arizona's Institutional On-The-Farm Training Program.

Arizona young-farmers and adults are apparently concerned first with

earning a livelihood on their farms and ranches, but they are aware, too, of broader responsibilities. They look to the vocational agriculture teacher for help in successfully planning and conducting their farming enterprises and in achieving the proper perspective and balance in charting desirable family and community-life programs.

These were some of the summary points obtained in a recent study of the Institutional On-Farm Training Program in Arizona. This and other information is serving effectively in improving present Institutional On-Farm instruction and in preparing for a more extensive program in young-farmer and adult education in agriculture.

The objectives of the study included determining how well established veterans are in home and community life, which practices and teaching methods are contributing most to their farming proficiency, and the nature of training veterans would recommend for future programs of adult education in Arizona.

Ninety self-employed veterans who had been enrolled in Institutional On-Farm Training at least one year were selected for the study. These represented twenty-six per cent of the en-

rolled self-proprietors in the state. In order to obtain an even distribution of responses from twenty-four training centers, veterans surveyed were selected in proportion to the number enrolled in each training class.

The questionnaire used consisted of two schedules which had a total of 101 questions. Sixty of the men were asked to respond to fifty-seven questions indicating the extent to which they feel they have become established in home and community life. These men represented seventeen per cent of the enrolled self-proprietors.

Ninety veterans, including, those who answered the questions on their establishment in home and community life appraised twenty-seven instructional activities in terms of their value in helping them become established in farming. Responses were obtained to seventeen types of activities the veterans would suggest for improving or including in future adult education in Arizona.

Fifty per cent of the men were interviewed personally by the author, and the other responses were obtained by mail. No student or instructor names were requested. Anonymity was thought to favor more unbiased and truthful answers.

The summary indicated that the veterans are very mature in years, considering the fact that they are just becoming established in home and community life. Their median age is thirty-one. The families of the veterans are young and their establishment has come rather late in life for the veteran. Most of the men have two children under ten years of age.

A small majority of the wives are farm reared, but they have had little farm experience. Most veterans and their wives completed high school, but

over one-fourth more wives than veterans were educated beyond the twelfth grade. More than one-third of the veterans did not finish high school. Twice as many wives as veterans completed four years of college.

As to training in vocational agriculture, one-half of the veterans had none. Nearly three-fourths of the men have had no special training, such as in trade schools. Over half the men plan on four years of college for their children, but one-fourth are uncertain as to the education they will provide for their children. Eighteen per cent plan on high school graduation only for the children.

The great majority like farming and the community in which they live, but their wives are a bit less satisfied. On the whole, the men are satisfied with their environmental surroundings. Things are working out only fairly well for over two-thirds of the trainees and very well for nearly one-third the men. A small majority say neighbors cooperate fairly well, and a minority say neighbors cooperate very well. They are about equally divided between being very well and not so well satisfied with the way the home is fixed up. Most say they are fairly well established in farm and home life, and the majority say they are only fairly-well established in the community.

Participation In Organizations

Of the national farm organizations, a small majority belong to the Farm Bureau, but the minority group belongs to no national farm organization. Most of the men have been served by agencies of the United States Department of Agriculture, but many have had no such assistance. The Soil Conservation Service, Production Marketing Administration and Extension Service, in that order, are the three United States Department of Agriculture agencies that have given most service to the veterans. Nearly one-fourth the men have had no assistance from the United States Department of Agriculture.

As a group, the veterans do not take part in local business, social, community and religious organizations. Most of the men do not belong to cooperative farm organizations, and few of those who do belong are active. Nearly three-fourths of the men do not belong to veterans' organizations, and of those who do belong, only seventeen per cent are fairly active. The men belong to few social or civic organizations, and most of them hold no community offices and serve on no community committees. Nearly one-half attend church regularly and irregularly. A slight majority seldom attend or do not attend church.

For the most part, veterans and their wives take little part in local school affairs. The men are also very inactive in political and public affairs. Few hold offices in local community government, and three-fourths are not active at all in local or state government.

There could be many reasons for the lack of participation in community activities. Distances to town are often long in Arizona. The farm work day is a full one. There may not be enough leadership available to assist them in becoming more active in affairs. More-

over, the men may not have been on the farm or in the community long enough to become well established. It may well be that the men are too busy earning a livelihood to be interested in off-farm activities.

The implications for education are many. Self-proprietors should be in a more favorable position to assume leadership roles than the other veterans taking Institutional On-Farm Training, yet these men, on the whole, are accepting little leadership responsibility.

They expressed most interest in production practices and in studying farm problems, but they also consider discussions on the place of farm organizations and community services to be of great value. Discussions on public, civic, and political problems were also ranked high by the veterans. While the men are not now serving as leaders, they are interested in becoming better acquainted with community affairs, and instruction in this area should be given in adult farmer classes. The program of adult education in agriculture should provide participation in leadership activities under the supervision of the instructor. While increased emphasis on such instruction would be desirable, production problems should still receive most consideration in the instructional program.

In keeping up with current events, not quite half of the men receive the daily newspaper, and nearly three-fourths the men receive both farm and general interest magazines. A slight majority listen to the radio for farm news every day.

The veterans are about equally divided in the number of books and bulletins they read during the year. One-half the men read from one to ten books a year, but over one-third read none. Nearly one-half procured and read from one to ten bulletins during the year, but over one-half read no bulletins.

Most of the men have their own home on their farm and spend considerable time in improving it. One-half the men spent one to four days in improving the farm home during the year, and an equal number spent five to nine days on such improvements.

Most of the veterans produce some family food on the farm. Two-thirds produce up to twenty-five per cent of the family food, but one-third produce none.

As a group, the veterans are well satisfied with the instruction they have received in Institutional On-Farm Training. The following instructional activities are listed in the order in which they indicated instruction has been satisfactory, and those activities listed first were the most satisfactory:

1. Class instruction by specialists.
2. Class discussion of individual problems by the regular instructor.
3. Moving pictures and slides.
4. Instruction in producing crops and livestock.
5. Instruction in soil and water conservation.
6. Individual instruction on the farm.
7. Formal class lecture by regular instructor.
8. Instruction in keeping and analyzing records.

9. Demonstrations by regular instructors.
10. Instruction in farm management and marketing practices.
11. Demonstrations by specialist instructors.
12. Practice in agricultural jobs.
13. Practice in farm mechanics.
14. Instruction in farm mechanics.
15. Instruction and practice in making a home and farm training program.
16. Group instruction on the farm.

The veterans suggest that the following activities included in future adult farmer classes would be of value, and these are listed in the order in which the men indicated they would be valuable: Organized tours to study local problems; discussions on the place of farm organizations and community services; and instruction in health and safety programs.

While the instructional program in Institutional On-Farm Training in Arizona has been well received, there are many ways in which it can be improved. Possibilities for greatest improvement lie in more effective planning and presentation in those areas that are now included in the instructional program. While the program could be expanded to include more instruction in farm business, citizenship and community life

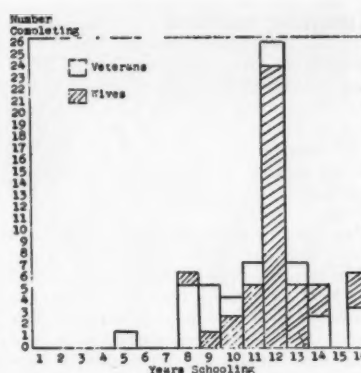
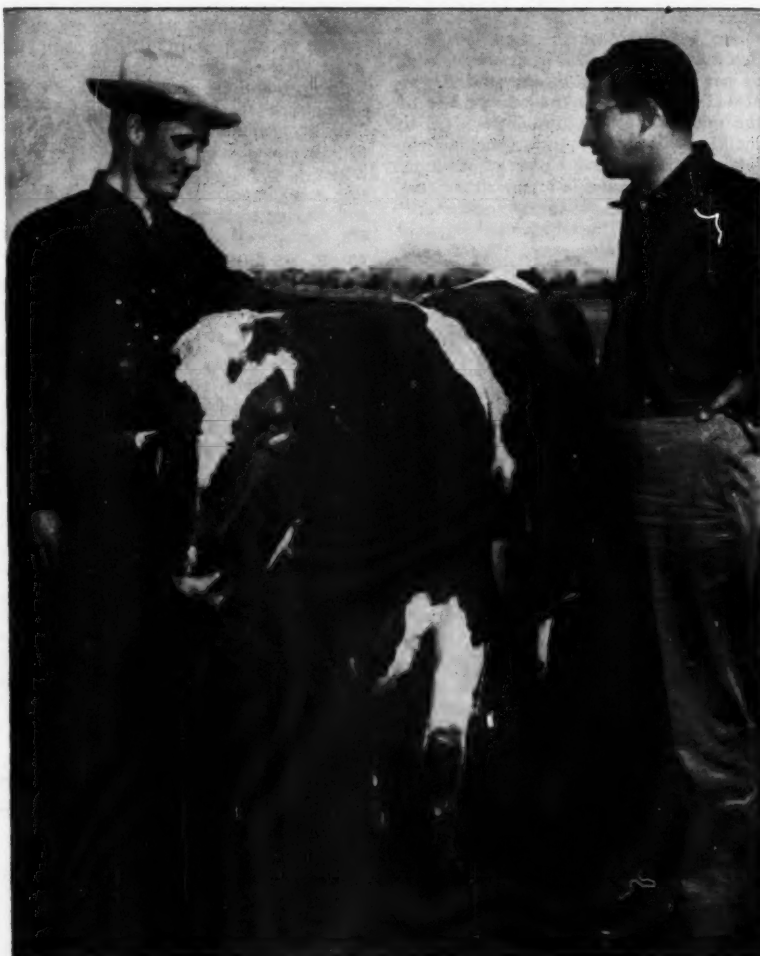


FIGURE 1. Educational Level Attained by Self-employed Veterans and Their Wives.

activities, assistance on specific farm problems and production type instruction should continue to receive major emphasis.

The median grade completed by veterans and their wives was twelve. Thirty-seven per cent of the veterans did not finish high school. Twenty-nine per cent more wives than veterans completed grades beyond the twelfth.



Veteran and instructor consider culling cow from herd. Earning a living on the farm is uppermost on the minds of veterans, but most young men are aware, too, of broader responsibilities.

Teacher welfare

(Continued from Page 269)

sources of income reported as \$260.57 for a total yearly income of \$2,614.02. After operating expenses were paid, they had a yearly balance of \$47.03. Nutt (38) relates the educational preparation of the teacher to the desirability of the teaching position and the value of the Master's Degree. Teachers with a Master's Degree received \$350 more than those teachers without graduate work. Teachers working in larger towns and teachers with more than five years' experience held a salary advantage. Delaney (9) in another study presents a scientific background on which to base the minimum salary. A few of the factors entering into making up the minimum salary scale were: training, salary for other agencies, current cost of living, salaries of other teachers, experience and work to be done.

One problem that has attracted the attention of DeVeau (10), Floyd (13), Hammonds (18), Headlee (19), Knight (24), Peterson (32), Roberts (36), Sutherland (43), Sweany (44), Winter (47), Frasier (14), Hill (20), and Stucki (42) is the work engaged in by teachers and the amount of time devoted to them as they relate to the job of the vocational agriculture teacher. Few of the studies have attempted to determine the job of the teacher. Rather, many have studied the time phase to determine the hours worked per day or per week. A few of the studies presented data to show the relationship of the number of activities engaged in to the time devoted to each phase of the total vocational agriculture program. These studies have not taken into consideration three most important factors: the efficiency with which the teachers worked, the effectiveness of the teacher's work and whether or not the men were engaged in the most desirable and essential activities contributing to the aims and objectives set forth for the vocational agriculture program. Many people in agricultural education are vitally concerned with what is the vocational agriculture teacher's job and more particularly with what teaching load they can be expected to do with reasonable efficiency and effectiveness.

One trend is evident over the years regarding the time teachers spend at their work. They are giving a smaller amount of time each year to the supervision of the supervised farming programs, and spending less time on former activities with many other activities coming in for a small amount of time.

A study under way by Martin (26) will reveal information on the relationship of the teaching load to the quality of supervised farming programs of students enrolled in vocational agriculture.

A problem of concern to many is the amount and distribution of the time of the teachers. It appears as though the teacher's time is being scattered thinly over more and more activities, even in teaching the all-day classes. The data presented in studies indicate that teachers in a few states have been able to accomplish a total vocational agriculture program. While in many states the teachers have confined their work to all-

day students and the related activities with no time given to organizing and teaching young and adult farmer classes.

Studies by O'Kelley (31), Floyd (12), and Butler (3) relate the factors that influence men in their choice to teach vocational agriculture. Factors having the most influence upon selection of the profession and their success were: (a) proper attitude toward farm life and problems, (b) at least average scholastic achievement, (c) interests and hobbies, (d) extent of farm business of home farm, (e) thorough elementary and secondary schooling, (f) extra curricular activities, (g) social and economic experiences on home farm, and (h) early consideration of the possibilities of teaching.

One last, but rather significant, study treats cooperative relationships. Jeffries (22) studied the factors that promote better relationships among county agricultural extension agents and teachers of vocational agriculture. He gives those activities and experiences that indicated a high degree of influence in promoting cooperation such as joint planning conferences and activities where they assisted one another.

Vocational agriculture teachers are very much interested in desirable living conditions, since they have an influence on accepting a job and staying in the community. Many teachers in the school system work toward gaining employment in the larger cities. How do the living conditions influence vocational agriculture teachers? Is the kind of housing available satisfying to them or are they interested in moving on to a larger place? One would rather suspect this is an important problem in keeping and making teachers satisfied. Are teachers fairly well satisfied with the community or town and the facilities for shopping, recreation, social life and professional services? Or do the absences of these cause teachers to look elsewhere for employment? These are areas which have received very little attention. It appears as though some study might reveal facts that local school boards and communities need to recognize so that good teachers might be retained in rural areas.

Briefly summarized, the studies reviewed bring out these points: (a) the reasons for teachers leaving service, low salaries and better future; (b) the unsatisfactory conditions in teaching; (c) the factors contributing to teachers remaining in service; (d) the length of tenure; (e) the problems encountered by first year teachers; (f) a large number of studies on the activities engaged in by teachers and the amount of time spent on each.

Phases of this problem which have received little or no attention are listed below for consideration in selecting future studies. A study of salary and other income, housing and living conditions for teachers, teacher-community relationships, recreational and social activities for teacher and family, provisions for tenure and retirement, the relationships and associations with agricultural and professional people in the community and problems and difficulties encountered by the teacher in teaching

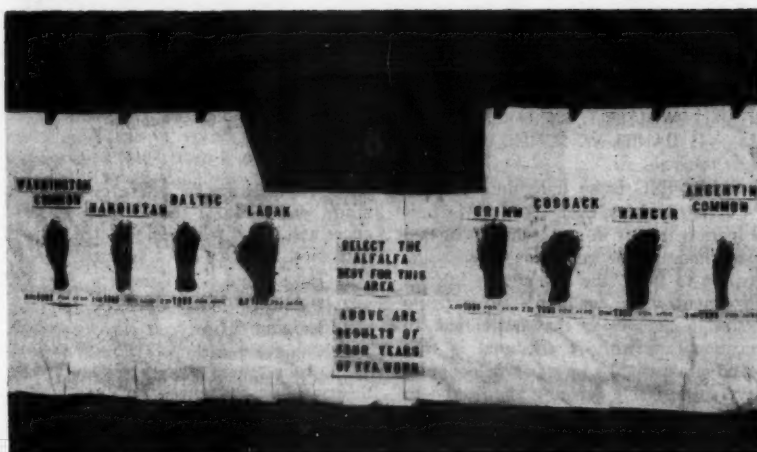
all-day students, young and adult farmers with special emphasis on the young and adult farmer, could give some indication of the teacher's well-being, happiness and prosperity.

As yet, we do not agree on the job of the vocational agriculture teacher. Or perhaps we agree on the job of the teacher, but not on the total teaching load a man can be expected to carry and to complete reasonably well.

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Experimental plot work on alfalfa varieties

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Elden Westergard

THE Riverside F.F.A. Chapter has conducted cooperative demonstration plots with varieties of alfalfa for four years. The purpose of the work has been to determine the best variety of alfalfa for the area.

In the Riverside school district it was noted that many varieties of alfalfa were being planted. There was much difference of opinion as to which variety was giving the dairy farmers of the area the best results.

Plots were located on four local farms, two of them on farms of F.F.A. members. These alfalfa demonstrations were located on different soil types. Eight varieties were planted on each farm in plots of one-hundredth of an acre (about 8 1/2 feet wide and 50 feet long). All the plantings were made in the spring of 1947. The plots were broadcast a few days before the balance of the field was planted, in order that the plots would be ready to cut the same as the balance of the alfalfa field. Samples were harvested to determine yields just before the entire field was cut for hay.

Results

Yield was determined by cuttings for the years 1948, 1949, and 1950 of each

alfalfa variety on the four farms. Results are listed below:

Variety	Tons Per Acre 3 Year Average
Ladak	2.60
Grimm	2.20
Baltic	2.19
Cossack	2.12
Ranger	2.06
Washington Common...	2.04
Hardistan	1.82
Argentina Common....	1.80

News of developments on the plots would travel fast among the farmers. For example, in the spring of 1948, the instructor was told by several farmers that Argentina Common, one of the varieties, was largely winter killed.

Several news items about the experiments appeared in the local newspapers. F.F.A. members as well as farmers appeared on several radio programs to give reports on the plots.

In the fall of 1950, the chapter had a booth in the Tri-county fair in which results of these demonstrations were featured.

Results have been sent to seed companies, county agents, and F.F.A.

Value

This project has furnished sound information for farmers about alfalfa varieties in the community. In addition, it has provided a good cooperative project for the F.F.A. members. Seed companies have been eager to secure the information. This plot work has been a good teaching device to demonstrate the great differences that exist in crop varieties, and has encouraged farmers to become variety conscious.

It is noble to seek truth and it is beautiful to find it.—Sidney Smith

System is crystalized common sense.

The importance of learning experiences

Derived from selected Future Farmer activities

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LEARNING is an individual process. Every activity, every instance of participation results in some change in that individual. In the educative process the goal is to place the student in the environment most conducive to securing desirable changes in that individual. In vocational agriculture the goal is that of effective change in a boy in order to develop desirable farming ability and to help him become adjusted so that he can satisfactorily meet the needs of good citizenship. Thorndike states¹: "Broadly speaking, education is the production of useful changes in human beings." In vocational agriculture it has long been recognized that Future Farmer activities provide certain desirable learning experiences that are not normally provided through regular classroom work. Precisely what are these beneficial learning experiences? Which of these activities are most helpful to the F.F.A. mem-

ber? To help answer these questions a study was made of the learning experiences associated with five selected F.F.A. activities. The activities selected were:

1. Parent and Son Banquets
2. Public Speaking Contests
3. Judging Trips
4. Chapter meetings
5. F.F.A. officers training schools

Twenty-five State and American Farmers in the Campbellsport and West Bend Chapters were contacted in person and interviewed to determine what experiences they had in their F.F.A. work which they now felt were beneficial. A survey form was developed using these experiences in order that a larger group of members might indicate the way in which they rank them in importance. A list of all present and former F.F.A. members was secured from eleven F.F.A. chapters in the southeastern section of Wisconsin. Eighty-two degree holders were located and a questionnaire was sent to each. Some were re-

turned because the men were in the armed forces, but fifty-nine responded giving a 72 per cent return. The order of importance is shown below:

The respondents to the questionnaire wrote in a number of other things they felt were helpful to them. They included:

Chapter Meetings:

1. Encourages first year members to develop qualities of leadership.
2. Teaches people how to follow. Good followers are as important as good leaders.
3. Each man has an opportunity to watch a good example in action.
4. Allows for group action.

Speaking Contests:

1. Learn to speak before a group—one of the important things that needs to be learned.

Officers Training Schools:

1. Teaches responsibility.
2. Develops useful abilities in making farm organization effective.
3. Helps one meet others and become acquainted with their problems.

Judging Trips:

1. Provides students with new ideas—see new ways of doing things.

¹E. L. Thorndike. *Educational Psychology*. Teachers College, Columbia, New York. Second Edition, page 1.

Order of Importance		Order of Importance	
Learning Experiences	American and State Farmers from Eleven Chapters	Learning Experiences	American and State Farmers from Eleven Chapters
F.F.A. Chapter Meetings:		F.F.A. Officer Training Schools:	
Develops leadership	1	Gives opportunity to share ideas and experiences	1
Learn to work together in a cooperative way.....	2	Learn responsibilities (conducting meetings, keeping records, make reports, etc.).....	2
Develops fellowship among members by working together	3	Makes one a better F.F.A. officer.....	3
Develops ability in parliamentary procedure.....	4	Stimulates interest in agricultural leadership.....	4
Gives experience in "Thinking on your feet".....	5	Gives member an inspiration	5
Gives training to speak in public.....	6	Permits comparison of own chapter with others.....	6
Develops self-confidence	7	Develops pride in the F.F.A. organization.....	7
Gives chance to learn, work, and play together....	8	F.F.A. Judging Trips:	
Encourages improvement of farm home and community	9	Provides the student with a thorough knowledge of the material he is working with	1
Gives social recognition to the farm boy.....	10	Provides a chance for students to meet and mingle with other agricultural students thus promoting fellowship and chapter pride.....	2
Creates an interest and love of country life.....	11	Shows the student the importance of a thorough agriculture knowledge, and points out the dignity of agriculture as a science.....	3
Learn community spirit—develop a common bond	12	Provides competition and motivation.....	4
Encourages thrift	13	Brings student in contact with the College of Agriculture and its services.....	5
F.F.A. Speaking Contests:		Provides the boy with travel experience.....	6
Removes fear of speaking in public.....	1	F.F.A. Parent-Son Banquets:	
Develops poise and confidence of self-expression	2	Creates spirit of cooperation between parents, son and school	1
Develops ability of the individual to think for himself and rely upon his own judgment (necessary during the questioning period)	3	Lets parents know what students are doing and develops pride in the work.....	2
Provides the student with the ability to express his ideas to others.....	4	Gives experience in planning and organization.....	3
Develops a thorough knowledge of particular subject	5	Develops ability to accept responsibility.....	4
Impresses the individual with the wide scope and dignity of agriculture (farming) as a science	6	Creates pride in oneself and chapter by rewarding worthy individuals	5
Member develops a keener interest in the subject	7	Teaches self-expression for those on the program	6
		Develops proper social attitudes and behavior at a function of this kind.....	7
		Is a source of information (depending on speakers, etc.)	8
		Teaches table etiquette	9

Parents and Sons Banquets:

1. Creates fellowship between parent and son.
2. Gives parents opportunity to meet members friends and parents.
3. Better acquaint the public with the scope and work of the organization.

One American Farmer wrote: "The one thing which has always made an impression on me from the very first time I heard it was the F.F.A. Creed, and the meaning of the symbols. They mean more to me as the years pass by—to me there is a golden wealth of inspiration in the F.F.A. Creed and symbols."

This study shows that the learning experiences made possible by participation in Future Farmer activities are greatly valued later in life by the members who have participated. While the ranking of the benefits received through the participation differs in according to the opportunity to use them later in life, the experiences were deemed highly helpful by all degree holders surveyed.

BOOK REVIEWS

FARM ELECTRICAL EQUIPMENT HANDBOOK, by C. N. Turner, 224 pp., illustrated, published by Edison Electrical Institute, 420 Lexington Avenue, New York 17, New York, list price \$2.25.

This text is designed especially for those concerned with the use of electricity on the farm. This non-technical book illustrates and describes more than 100 pieces of electrical equipment that can be used profitably on the farm. The price range of each piece of equipment is given, and the approximate kilowatt hour consumption is given in easily understood terms. A list of manufacturers follows the description of each item. Vocational agriculture teachers, veteran-on-farm instructors and others concerned with farm electrification should find this book valuable as a practical reference.

—APD

REPAIRING AND CONSTRUCTING FARM BUILDINGS, by J. C. Wooley, 262 pp., illustrated, published by McGraw-Hill, list price \$3.20.

Part I treats the problem of repair of all sections of buildings—foundation, walls, frames, roofs, insulation and ceilings. Part II covers the problems met in constructing new buildings. All material is organized around the activities involved in building with the steps in each process set up in one-two-three order. Farm mechanics teachers, veteran-on-farm instructors and farmers will find this text most helpful in meeting their repair and farm building construction problems.

—APD

RAISING SWINE, by George P. Deyoe and J. L. Krider, 447 pp., illustrated, published by McGraw-Hill, list price \$3.60.

This list text includes material on the most recent developments in swine nutri-

Davenport appointed

THE Department of State recently appointed Dr. Roy L. Davenport of Louisiana State University, on a three month's mission, January 15 to April 15, as a specialist in vocational education to work in the United States Occupied Zone of Germany.

The major responsibility of Dr. Davenport in Germany will be to advise on the organization, administration and curricula of vocational education and to assist generally in improving the overall program in this part of Germany. The assistance of Dr. Davenport will be sought in eliminating present inequalities and inadequacies in the educational system and in planning for improvement in the organization and administration of the instruction program in the vocational schools of this area of Germany. The Educational Advisor of the Land Commissioner for Württemberg-Baden will take the responsibility for directing the project in which Dr. Davenport is taking the leading role.

It is interesting to note that more than one-half million students (about 85% of German youth between the ages of 14 and 18) are enrolled in the various divisions of vocational education in the United States Zone of Germany.

Dr. Davenport will work with the Ministry of Education, the Vocational Teachers Association, the principals and the teachers of the vocational schools in the Occupied Zone. As a result of his observations and a study of prevailing conditions specific recommendations will be made for the improvement of the vocational education program in the United States Occupied Zone of Germany.

Little brothers

Future Farmers in Kern County have a large group of "little brothers" who are taking agriculture in elementary schools. They are known as "Junior Farmers" and have been organized on a countywide basis since 1944. They now have more than 600 members. A brochure on the Junior Farmers may be obtained from Donald C. Edinger, coordinator of agriculture instruction in the office of the county superintendent of schools at Bakerfields.

tion, selection, and improvement, and on approved practices in swine production. Special emphasis is placed on new types of records to measure production and methods of using them to improve the swine enterprise. The activities organization makes it easy for the student to find and use suggestions for solving practical problems in swine raising. Chapters include (1) engaging in the swine business, (2) selecting and purchasing swine (3) keeping and using records, (4) feeding, (5) providing facilities, (6) care for swine, (7) keeping swine healthy, and (8) breeding and improving swine. In addition, chapters are included on marketing swine and on preparing and processing pork for home use. The book will prove useful to beginners in swine production as well as to established swine raisers. —APD

Nylund on leave

F. A. Nylund

Department of Agriculture, as their Agricultural Education Specialist in Managua, Nicaragua, on the Point 4 program.

His duties in Nicaragua will be connection with the personnel of the School and College of Agriculture and the Cooperative Experiment Station and will involve advising on curricula, methods of teaching, preparation of teaching materials, and assisting generally in improving the over-all agricultural education program in that area.

Dr. Nylund has been on the North Carolina State College staff since 1946. He and his family will leave the United States around April 15. His address will be c/o American Embassy, Managua, Nicaragua, Central America.

Kelly on assignment in India

L. H. Kelly

LUKE H. KELLY, supervisor of vocational agriculture in Michigan, has been granted a two-year leave of absence to accept an assignment in New Delhi, India, under the Point Four program.

Mr. Kelly has served the last fourteen years

establishing and supervising programs of vocational agriculture in the public schools of Michigan. Ten years prior to this he served as combination superintendent of schools, teacher of vocational agriculture and supervising teacher in Agricultural Education. In this capacity, Mr. Kelly trained many teachers of vocational agriculture in Michigan.

For the past thirteen years he has also served as the Executive Secretary of the Michigan Association of Future Farmers of America. This organization, in his years of service, has increased from 4,000 members to 10,000 active members.

In India Mr. Kelly will serve in an advisory capacity for establishing programs of teacher training in Vocational Agriculture. He will be stationed at New Delhi, the capital of India.


Mr. Kelly's wife, Ruth, and daughters, Roberta and Rhoda, will follow him to India as soon as housing can be secured.

Mr. Kelly left Michigan for his new assignment on April 1.

Pictures of the month...

A contest open to all
teachers of Vocational
Agriculture and farm
veterans



"IT'S CLOVER, BOYS" **FIRST PLACE** 
John H. Klipstein, Teacher
Wausau, Wisconsin
Camera: 4 x 5 Speed Graphic
F. 32 (Back lighting with one flash)



"DOCKING LAMBS"
This photo, "Docking Lambs," was selected as the best of the monthly winners in the PICTURES OF THE MONTH CONTEST. It was contributed by John H. Klipstein, Teacher of Agriculture, Wausau, Wisconsin. (See April issue, 1952.) An award of fifty dollars will be made to Klipstein for his first place in the contest.



"F.F.A. BOYS LEARN FIRST AID"
Bond L. Bible, Teacher
Morgantown, West Virginia

"FUTURE FARMER WELDER"
Gerald Van Singel, Teacher
Hudsonville, Michigan

"THE PRESIDENT LEADS"
Clyde L. Arrington, Teacher
Danville, Virginia



